

# THE SCHOOL JOURNAL.

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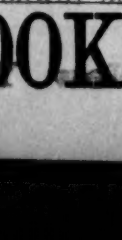
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GOOD men show their goodness in deeds, not words. Excellent advice can be obtained in this market at a low rate, but good actions command a higher price. We have frequent examples of this from men like Peabody, Cooper, and Vanderbilt, men who are not so great in professing as in doing, or rather, men who not only do profess but also perform. The more a man can promise, if he can also perform, the better he is.

We have a practical example of this in the recent gift of Cornelius Vanderbilt to the New York Central Rail-Road company. Mr. Vanderbilt says:

"It has been for many years the policy of the company to encourage at different points on its lines, efforts looking to the comfort and welfare of the men. These experiments have been very successful and have fostered and promoted good feeling, better service, and general recognition of common interests in the work of the company. At this central point, where so many employees congregate, and where any action is representative in its character and has far-reaching influence. I would like something done which will show in a marked way the personal and constant care of the management in all matters which will interest and benefit those engaged in every department of the company's service."

In order to promote this good work, Mr. Vanderbilt is to erect a large building, dedicated to the use, enjoyment, and improvement of the employees of the company. It will be a substantial structure with bath-rooms, gymnasium, and bowling alleys in the basement; reading-room, library, room for games, and offices on the first floor; a large hall for general meetings and rooms for classes on the second floor, and rooms for janitor's family and sleeping rooms for men coming in late or detained in the city over night, in the upper story.

This is benevolence turned into beneficence. This is good money turned into good action. This is the outcome of a large heartedness which should pervade all branches of public and private service.

THESE truths have been repeated so many times that they have become to some oft-told tales; but such do not think that while the sun of intelligence has lightened the mountain tops, it has not yet penetrated all the valleys. The twilight is lingering there yet. There are many schools yet sunk in the educational darkness of repetition. If it were not so the world would be much more civilized and Christianized than it is.

### THOUGHT has a wonderfully transforming power.

In the hands of Powers a few sticks and some clay brought into existence creations that will last to the end of time. In the hands of Edison a disk of metal, a wire, and a cup, became a telephone. A few lumps of clay under a boiler, connected with a combination of levers and cylinders, became the modern railway and steamboat. A little sawdust and the refuse of a soap factory becomes nitroglycerine. There is nothing common or unclean in hands moved by thought.

THE time has passed when men and women are expected to "sit and sing themselves away to everlasting bliss." The work to be done is urgent, and demands energy. The old meditative era of seclusion has passed, and a new era of action is upon us. It is useless to speculate as to the comparative values of the different epochs through which the world has passed, whether this is a worse or better age than the past, and whether it would not be well to fight the prevailing spirit of the times. A torrent of thought and action is rushing past us; whence it came, or whither it is going, is not our question. We must act just now, in accordance with the current. All mournings and lamentations are fruitless. "Get up and go to work!" "Go and do something!" "What can you do?" These are the sentences we hear on all sides. The wise man heeds them. The fools pass on and are punished.

INQUISITIVENESS is the child's instinct. It is also the key to the philosopher's success. We ask a thousand questions no man can answer. Is it wrong to ask them? If only one in ten thousand can be answered, is it not well that the ten thousand were asked? Thousands are asking. Cannot the air be navigated? Is there not some way of telegraphing without wires? May not the heating and lighting of our houses be done without so much expense and trouble? Will not the time come when the speed of railroad trains will be increased to a hundred miles an hour? Inquisitiveness is the key to the secret place that contains the answers to all these questions.

SHAKESPEARE knew "little Latin and less Greek." Would he have been greater if he had known more? Bunyan wrote the purest English. Could he have written purer if he had been versed in the learning of the schools? Irving's style is better than Addison's. Would it have been improved if he had been a classical graduate? These are a few cool questions for a hot summer day under the trees. They will bear discussion.

THE race is on the up-grade, not down-grade, as some would have us believe. The world was never better than to-day, and it will be better to-morrow than to-day. Our fathers never dreamed of so good a day as ours, and we have not dreamed of the good times our children will see. Let us rejoice and be glad. The Darwinians teach that the race of man started with a monad, and from the infinitely remote past has been on the upward

ascent, not descent, ever since. They have not told us to what perfection it will ultimately come, but it is certain that this is a good day to work and hope in.

What is the grand motive power under all this? Education! Not books; not lectures; not school-houses; not school papers; but education! The grandest hope of the race lies in the fact that it can be educated. We teachers are about this work. No one can dispute this fact. The most cheering thought connected with all is that we are certain of success. It may not be to-morrow, or next year, but sometime every man, woman, and child, in all the world, will be educated up to his highest capacity.

SHOULD the state teach religion? Yes, if by religion is meant whatever is true, good, lovely, uplifting. No, if by it is meant the special dogma of the sects. The state is founded on the belief in one God. We are theistic; neither atheistic nor polytheistic. More than this, we are Christian. The first act of the first discoverer was the erection of a cross, and in every court of justice is found a Bible containing both the Old and New Testaments. We are living in a Christian era. Every fact in history points to this conclusion. If pagans come here, they know what to expect. But this fact does not decide whether distinctive Christianity should be taught in the public school. Unfortunately, Christianity is divided into families, often acting toward each other in a most unchristian manner. This precludes the possibility of teaching the distinctive principles of one religion in school. Arithmetic, geography, and grammar are one, but the parts of the Christian world are not. No text-book of religion, however well made, could be adopted by any community in our country. The only way out of the difficulty is to permit the system now fairly tried at Poughkeepsie to become universal.

The history of this plan, as recently explained, is as follows: St. Peter's Church had parish schools which accommodated more than eight hundred pupils. In 1873, the pressure of the hard times upon the members of this congregation, most of whom were very poor, rendered the burden of sustaining these schools exceedingly heavy. Curtailment, if not worse, would be necessary. At this juncture the parish priest entered into conference with one or two members of the Board of Education, and as a result the Board of Education agreed to, and did, assume the school. The parish of St. Peter's rented to the Board of Education their school buildings at the nominal rent of one dollar a year, the Board agreeing to make all needed alterations and to keep the buildings in good repair. The teachers were at liberty to give religious instruction to their pupils after the regular school hours. In all other respects the schools are under the same regulations as the other city schools. The Board appoints the teachers, who are subject to the same examinations, the same supervision and control, as all other teachers in the public schools. The books used are the same, as are the hours and methods of instruction. Several of the teachers are Sisters, and wear the garb of their order. The most of them, however, are young ladies not under vows. All children, who apply, must be admitted.

Concerning this arrangement, the *Christian Union*, of this city, recently said:

"Whether this plan would be feasible throughout the country we do not undertake to determine. We confess very frankly that such a compromise would not have seemed to us practicable; whether it would be so under different auspices is still a question. But one fact is worth a great many theories, and the facts in this case are certainly well worth serious pondering, by all men who believe in the right of the state to furnish its citizens with free education, and yet recognize the difficulty of making that education adequate and satisfactory in a community with religious differences as widespread and as radical as they are in America."



## A RADICAL FORCE.

The word *radical* (*radix*, root,) is one of the most expressive in our language. Radical principles go to the root of things, and radical forces underlie a thousand secondary forces. Radical men are positive men. Right or wrong, they know what they believe, and are not unwilling to express themselves in accordance with their beliefs. They never turn their faces to the wall and shut out from their sight the light of the world around them. They never express themselves in unmeaning formulas, and feel satisfied with expressionless sentences, tamely expressed. These radical men are not always right; in fact, they are often wrong. Their very intensity carries them beyond the truth into extravagant statements, and so the unthinking conclude that they are all wrong, because they are part wrong.

Radicals are necessary. In nature, winds and storms are needed; even tornadoes and hurricanes are equalizers of temperature, the tides are perpetually stirring up the ocean, and tidal waves sweep away dead accumulations that otherwise would be hurtful; earthquakes are the results of the outbreak of hidden forces that in some way are necessary to the stability of the earth. In the progress of the world, human hurricanes and tidal waves are the great purifiers of the races. They are often exceedingly uncomfortable to bear, and often expensive; but they bring before the world questions that must be answered, which, though they agitate and convulse society, force men to ask and answer important questions. Among these are the following: Is there, or is there not, a science of education? Are there, or are there not, principles of education that all must recognize? Must all children be educated along the same line? Is there a kingdom of teaching in which teachers should be recognized as sole leaders? Must teachers be governed by those who are not teachers, or must they be their own law makers and law executors? These are a few of the questions that confront us and must be answered.

Association and dresses need radical points. There is no place in them for namby-pamby platitudinarians who discourse on things in general, and on nothing in particular; for those whose moral convictions are waiting when self-interest is at stake; for those who love to talk about the sublimity of science and the loveliness of loneliness, but pass by the wrongs of teachers, and the monstrous and outrageous evils of what is called "a system of education!"

HON. A. S. DRAPER, state superintendent of public instruction, has arranged an educational exhibit in the rooms occupied by his department in the Capitol, "which will be a credit not only to the state but to those who contribute to make it such, and a most interesting exemplification of the development and progress of educational work in all directions, which will attract and please progressive educators, and all who are considering not only what has already been accomplished but the possibilities which await further effort."

"It is believed that the way is open, and the opportunity at hand for the creation in this state of an educational bureau or museum, and a pedagogical library, which will prove of increasing interest to teachers, pupils, commissioners, trustees, and parents, and that intelligent inquiry suggested by such an exposition, by leading to comparison and investigation, may result in the substantial improvement of our school-rooms, our schools, and in methods of instruction." To the accomplishment of this end, Mr. Draper says, "I invite all who may feel an interest in the full development of this feature to forward to this department such contributions as it may be in their power or convenience to furnish, embracing substantially the following: Text-books, new and old. We desire to put side by side, the text-books of the present day and those of past generations, and allow visitors to draw their own conclusions as to progress exhibited. Educational works pertaining to the theory and practice of teaching, and to methods of instruction. Aids and hints to teachers, the philosophy of education, and all works which have for their object the enlargement of the scope of the teacher and the school. Educational periodicals, current numbers, or bound volumes of previous years. Current numbers will be placed on file for consultation by educational visitors. Educational reports, state, county, city, or village, as far back as it is possible to go. The department is especially anxious to obtain the reports of the superintendents of common schools of the state of New York previous to 1889. School apparatus, globes, maps, charts, seats, desks, school-room furniture, kindergarten blocks, and all modern appliances for illustrating class work—in fact an

thing which aims to show how it may be easier for teachers to teach and pupils to learn. Photographs, of prominent educators of the state, of normal school buildings, academies, high schools, and improved common school buildings.

"Every contribution to this feature will be promptly acknowledged—the book or article properly labelled with name of donor, and carefully preserved. Arrangements will be made for conspicuously arranging and properly explaining exhibits received. All contributors and other friends of education everywhere are earnestly invited to visit the department at their pleasure, to inspect exhibits already received, being always assured of a cordial welcome."

We note with pleasure the unanimous re-election of S. T. Dutton to the superintendency of the New Haven schools. Supt. Dutton has been indefatigable in his work and this unanimous endorsement will show how thoroughly he is appreciated by those who have the best opportunity of knowing what he is doing. We would commend the example of his board in voting to pay for the keeping of a horse for his use. Other cities should go and do likewise.

THE citizens and teachers of Cincinnati met Friday evening, June 25, to give Mr. Peaslee a public demonstration of their regret at his departure, and of their appreciation of his services. The latter was presented to him in the form of an engrossed testimonial, which was accompanied by a large book-case filled with rare works, as a parting present. One of the orators of the evening said that Mr. Peaslee's name would be remembered long after the political manipulators and boodlers were forgotten,—a sentiment that was loudly applauded by the audience.

DR. JOEL DORMAN STEELE's will, recently admitted to probate, gives \$8,000 to the Baldwin Street Methodist Church, which was burned the night after his death; \$40,000 to found the "Steele Professorship of Theistic Science" in the Syracuse University; and mortgages and lands to the amount of \$50,000 or more to maintain the chair. His library, with all other personal property, is bequeathed to his wife.

We are pained to learn of the death of Charles Froebel, grand nephew of the great Froebel. Mr. Froebel's name has frequently been in our paper. Our readers during the past year have been favored with several articles from his pen.

UPON the passage of the act of expulsion by the French Senate, the Orleanist princes will take up their residence on Lake Geneva. It is further stated, in the event of the bill becoming a law, nearly all the French ambassadors to foreign courts will resign.

EDWIN P. WHIPPLE, among the most distinguished men of letters in this country, died of pneumonia at his home in Boston, on last Thursday night, after an illness of several weeks. He was sixty-seven years old. His published works consisted largely of essays and reviews.

COLUMBIA COLLEGE has opened its doors to women. This does not mean co-education, but the curriculum can be taken up and lessons recited, and the degree A.B. will be awarded on graduation. Exactly how far women will be admitted to the privileges of the college we cannot tell, but it means an advance beyond the past.

ON this question of co-education there is something to be said by the women themselves. A recent correspondent of one of our papers thus expresses herself in reference to the men:

"I don't know what I shall do next year, but this I do know, that if I have to live on two herrings a day and have nothing but print dresses to wear, I will not work for a woman;" and then she explained: "A woman never has any mercy on another woman. If you work for a man, and he gives you something to do, and you do it well, he is generally satisfied; but a woman wants it done in just her way, which is not any other woman's way, and at just her time, which is no other woman's time; and she pesters and finds fault and grumbles, no matter how well you do. A man looks at results, and a woman is everlastingly fussing about methods."

Is this the feeling of all women? If it is, the sooner we abolish colleges and other institutions governed by women the better it will be.

SEVENTEEN years ago we visited New York and Brooklyn, for the purpose of finding out what was most

valuable in their courses of study and methods of instruction. On inquiring concerning the best schools in Brooklyn, we were directed, among others, to No. 10, Mr. L. Dunkly, principal. We found a large school, well organized and excellently governed. The work in map drawing was especially good, and the general character of the school of a high order. A few days ago we visited the same school again. We found the same principal, apparently not much older, the same building, only looking brighter and newer; the same cheerful faces, and the same earnest teachers. It seemed only yesterday when we visited the same rooms before. The school is to-day, as it was years ago, distinguished for its good work. We saw the best maps we have ever seen in the United States. One of Long Island was especially fine—so good that it would make an excellent copy for the engraver, every line and mark is so well put on. There were other maps just as perfect, but exceedingly small, some no larger than a silver dollar. The value of all this map work consists in the fact that it is all done by exact measurement. There is no guess work about it. The pupils know they are right as to length and breadth, and, consequently, as to areas represented.

Mr. Dunkly has been principal of this school since 1859. In his building there are 2,100 pupils, and 38 teachers. The highest studies pursued are algebra, United States history, civil government, higher geography, and higher arithmetic. Mr. Dunkly believes that time spent in poring over books has little value in education, but that the great object of school work is discipline, rather than graduation or rapid promotion. Much more could be written concerning this school, but it is enough to say that it is gratifying to record a school so worthy of the highest commendation as the one here noticed. It makes us respect more than ever the profession to which we belong, and still more firmly believe in the coming good time, so long on the way.

A HUNGARIAN conjurer spreads a newspaper upon the floor and places a young woman upon it, whom he covers with a piece of silk and then causes to disappear. The editor of the *Boston Bulletin* says that he has known a more wonderful trick performed in that city. A man put \$50,000 on a newspaper and it disappeared before he could cover it with anything. Did he refer to educational journalism?

THE St. Louis Manual Training School is a pioneer in the particular field of its theory and experiment. So much so that its director, Professor C. M. Woodward, has, during the past year, been invited to New York, Boston, Philadelphia, and other principal cities to explain its principles and workings. Professor Woodward's system is believed to be present in other organizations, such as the Training School of Toledo, Ohio; Professor Adler's Manual School in New York; the College of the City of New York, and the Gramercy Park Tool Association. We fully agree with the views of a recent correspondent to the *New York Tribune*, that Professor Woodward holds a decided advantage in the age of his experiment, and in the scope of its application. His is not a free school, nor a charity school. He has not undertaken to solve directly the problem, "How shall a poor boy be so educated as to start at once to make his living?" but rather, "How shall any boy, rich or poor, be fitted for the actual duties of life, including that of getting his living, in a more direct and positive manner than is done in the ordinary American school?" The value of his experiment appears quite as much in its success with the sons of wealthy parents—boys who are not compelled to earn their living by hand-work—as in the case of those wholly dependent on their own exertions.

The Manual Training School does not propose to abolish the regular literary curriculum, but to add to and complete it by putting to school the whole boy—brains, legs, eyes, arms, and fingers. The training of the eye and hand is indispensable to a complete education of the brain, and is therefore as necessary for those who are not going to be artisans as for those who are. There is a close connection between brain-thinking and hand-doing. A thought must pass from the brain into the hand, and through the hand into action or form before it can be a tested thought, a clear thought, or a practical thought. Observation and judgment can only be properly trained through the training of the hand—this is the theory. The object sought is not the training of the fingers to expertness in special trades; but the simultaneous training of those mental faculties and physical organs which are involved in and enter into the successful working of all trades; the production, not of special, but of general, craft or cunning. There is no



inquiry made of the boy of fourteen as to what particular trade he has a liking or bent for; but his mind and hand are accustomed to such a use of chisels, gouges, bits, planes, saws; and to such operations of nailing, gluing, dove-tailing, joining, turning, welding, upsetting, tempering, chilling, etc.,—including the drawing of all forms to be executed,—that he is better able to find out his bent or natural adaptation, and when he enters upon his chosen specialty he becomes proficient or expert in an incredibly short time, usually in one-quarter of the time spent by the ordinary apprentice.

We have reached the era of bi-centennial and tri-centennial celebrations. We are not so old as to say, "a thousand years ago," but it is something to point to an honorable ancestry of hardy American workers in an unbroken line of two hundred years. Two hundred years ago next July, Governor Douglass, the British governor of the Province of New York, granted a charter to Albany, and the Albanians propose to express their joy over the long life of their city during five days of the week, beginning on July 18. In the week the history of the city for 200 years will be reviewed, the coming of Hendrik Hudson here in 1609, the establishment of the First Dutch Colony at Van Rensselaer Island, in 1614, the building of Fort Orange in 1630, the growth of a village about it known as Beaverwyck, the capture of the fort and village by the English in 1664, the renaming of the place Albany, the visit of Washington in 1782, the coming of the governor and legislature of the State of New York here in 1797, the arrival of the first steamboat in the history of the world, the Clermont, in 1807, the beginning of work on the Erie Canal in 1817, and the acts of the governors and legislatures that made history here during the present century. Albany was the headquarters of the Northern Revolutionary Army; the Schuylers mansion, still standing, could tell of the presence within its walls of Lafayette, Montgomery, Clinton, Gates, Steuben; and of Burgoyne and Riedesel, after their capture of Saratoga. All of these facts will be of interest to history teachers.

**AN IMPORTANT OFFICE.**—It is quite a mistake, this idea that some people have come to entertain, that the office of Commissioner of Education at Washington is a mere *sinecure*. If a general government is necessary to regulate the affairs of the several states, there must necessarily be special departments. And a Bureau of Education would seem to involve quite as important interests as an Internal Revenue Bureau; though the latter, by the provisions of the Constitution, demands more labor and attention. Education in the south is a matter of which the Bureau at Washington should have lively cognizance. Industrial education in all parts of the country, is another. Much as has already been done, there remains more to do. Let no one, therefore, decry the importance of the office of Commissioner of Education.

The time for the convention at Topeka draws near, and those who desire to attend are now making inquiries as to the best route over which to make the trip. Among the many from which teachers can choose, the Great Wabash route offers a magnificent time schedule and car service. From a circular recently issued, and which has been widely circulated among teachers, we observe that perhaps the best route the Wabash offers is by way of St. Louis. Passengers can leave the Grand Central Depot at 6 o'clock any day, in a sleeping car that runs to St. Louis without change. St. Louis is reached at 8 o'clock on the second morning, and after an hour for breakfast, the train starts for Kansas City. On this part of the Wabash, the famous reclining chair cars are run free of charge, and any one who has sat in one of these comfortable seats, will be very anxious to renew his pleasant experience. Kansas City is reached about 9 P. M., and Topeka about midnight. The time from New York is 54 hours. The advantages of such a route are obvious. No change of depots, through sleeping cars, elegant reclining chair-cars, and fast time, make a truly good bill of fare and we do not hesitate to recommend it.

The Western Summer School of Languages will commence its ninth session at Racine, Wis., on Tuesday, July 6, and continue six weeks. German, French, Italian, and Spanish will be taught in accordance with the most approved modern methods. Professor Henry Cohn is well known throughout the country as a teacher of great experience and success. Teachers in the central states who desire to spend their summer vacation in perfecting themselves in the modern languages should write to Prof. Cohn for particulars.

It has recently been well said that if half the plans of the inventors are realized travelers may well declare that their millennium has come. In place of the sickly blaze of the oil lamp, whose only mission seems to be to graduate the line between darkness and dimness, the cars will be brilliantly illuminated with incandescent electric lights, and heated by electricity, thus removing all danger from fire in case of accident. Each coach will be supplied with a telephone, and passengers may communicate with friends anywhere along the line, while the train is in motion. The jar and jolt attendant upon the rapid passage of trains will be reduced to a minimum by the use of lighter cars, and as there will be no fire there will be no smoke to soil linen and no cinders to play havoc with the eyes. The same power which runs the trains can be used at freight depots in handling heavy freight, and along the line in working the signal systems and telegraph instruments, lowering and raising gates and turning drawbridges. Many of these schemes may seem like dreams, but they have all been successfully tried, and only require a favorable opportunity to come into general use. It is not improbable, in view of the success thus far met in improving railway appliances, that some electrician bolder than the rest will set about devising electric ticket agents who will be civil and accommodating; conductors who will not interrupt pleasant reveries and refreshing naps at every station to scan the tickets, and brakemen who will announce the names of the places along the line in a manner intelligible to human beings.

The following was taken from a recent story. It shows the drift of popular thought.

"He was very friendly with the governess, and would try to include her in the conversation. I can't say he succeeded, for we were down on that. I don't myself consider it good form to encourage your governess to have opinions."

It is not considered right by the average school officer for the class-room teacher to have opinions. Men, (and, for that matter, women, too,) like to govern. It is comfortable to the ordinary human being to be able to command. "Go and do that," "Come here and do this," is the language of the shop, street, store and, we are sorry to say, too often the school also. This is necessary when unthinking workmen are employed, but it is not necessary when the result of work rests upon intelligence. Teachers who know their business should never be commanded. They should not only have opinions, but follow them.

DR. R. S. STORRS has sent a long letter to Mayor Whitney, of Brooklyn, supplementing a petition recently presented, with several thousand signatures, urging the appointment of women as members of the Brooklyn Board of Education. In the course of the letter, Dr. Storrs says: "There are, of course, abundant precedents for such appointments elsewhere if not here; and where the experiment has been tried the value of the counsel and influence of earnest and educated women in the supervision of public schools has been placed beyond dispute. Of course, the women in our city owning property in it, contribute their proportion of the sum (\$1,765,278) appropriated by the city and state for the maintenance of our schools; and while I am conservative enough on the general question of woman suffrage, I emphatically sympathize with these ladies in the feeling that they should have particular representation in the body by which these funds are distributed for the furtherance of an interest so dear to their hearts and so closely connected with the welfare of their households. I need not remind you, dear sir, of the superb exhibition which the women of Brooklyn have, for many years, given of their capacity for the management of great public institutions, many of which have been founded by themselves. Their successes in this direction have been too numerous and too signal to allow any doubt as to their competence for such an official trust as is now proposed. It seems to me only a graceful and just recognition of the vast services which they have thus been rendering to the city that a place should be officially given them on the Board of Education; and, while I have no adverse criticism to make on the present management of our public schools, I do not feel the force of the suggestion that 'what is well enough should be let alone.' It appears to me entirely certain that the presence of some cultivated women in the Board would make all that is good better, by adding to the wisdom of the councils of the Board, to the generous and sustained enthusiasm of its spirit, and to the general vigor and efficiency with which public instruction is carried on in our city."

#### THE CITY OF MEXICO.

It is a matter of congratulation that, as the National Education Association is to convene in Topeka, Kas., July 9, so many of our teachers will have the opportunity of visiting this historic and beautiful city.

The Atchison, Topeka, and Santa Fe Railroad has just issued a rate of \$50 from Topeka to the City of Mexico and return—this rate being available to members of the association only. This company has, in addition to this greatly reduced rate, arranged for a personally conducted excursion to the City of Mexico and return, so that ladies unaccompanied by any escort may have no hesitation in visiting this famous city and most interesting country. The Atchison, Topeka, and Santa Fe road connects with the Mexican Central Railway at El Paso. This recently completed railroad, passing through the most important and imposing points of this beautiful country, presents a pressing invitation to the tourist.

Mexico, with its cloudless skies, snow-robed plateaus, verdant valleys, splendid spurs, and castellated crags affords such an endless variety of scenery as to cause confusion.

The forests, freighted with the brooding mysteries of monster and peril; the mountains, riven by thunder-shafts, mantled with snow, helmeted with ice, and unmoved amid all the changes that take place beneath their sheltering shadows.

We have stood in the presence of these scenes with bated breath and brimming eye, when language seemed an impertinence, and thought was paralyzed.

Mexico is a land of mountains. Mountains formed and fashioned by gigantic glaciers. Splendid shrines in earth's far-spanning temple, upheaved and sculptured, dispread and massed, consolidated and embellished by titanic forces and innumerable agencies. There among those cloud-capped peaks are great mountain lakes; children of the glaciers, daughters of the snowy streams, fanned by breezes blowing from immemorial heights.

What a summer refuge from the heat and hurry, the toil and turmoil, the dust and dirt of regions beneath the crags and clouds. There are waving wild-flowers and stately pines; there the gleam of the many-tinted butterfly and the majestic movement of the soaring eagle; there is eternal winter on the summit, and the luxuries of tropic summer in the dell.

Serenity broods within you one moment, and the next, exhilarating ecstasy flashes and flushes in eye and cheek. The adventurous is dared, the explorer challenged, the studious wooed, the observing rewarded. Earth's dreary noises are unheard, and mammon-worship is forgotten. The littleness and the grandeur of man, the glory and vanity of earth, the self-sufficiency and incessant activity of Omnipotence, all in turn seize the spirit, subdue, and yet inspire the heart.

Mexico strongly appeals to us by virtue of its antiquity. We are so constituted that the antique inspires us with awe, lifts us into a mood of reverence, chastens and subdues the spirit. In Mexico may be seen customs, manners, dress, and forms of architecture older than the Christian Era.

Then it appeals to us, too, by its uniqueness. You cannot take a step in Mexico in which wonder is not excited, curiosity elicited, investigation challenged. The Spanish, the Castilian, the Aztec, the Indian, the Moorish, may all be seen and studied, in language, architecture, dress, manners, and customs.

From Panto del Norte, for two hundred and twenty-five miles, there is a succession of surprises. By a zig-zag, but well-constructed road down, round, up, on—through gramma grass, along glassy lakes, and by a series of the most miraculous feats of engineering skill, you climb the mountains at Zacatecas, cones, peaks, crags, and ridges surround you, and seem to make an advance impossible.

Chihuahua is a city of 18,000 inhabitants, and may be called the first city in Mexico. Before us are long stretches of cactus-grown plains, and here and there cultivated fields. Then comes Santa Rosalia, with its famous sanitary hot springs. Zacatecas, is about half way between El Paso and the City of Mexico, and has a population of 80,000. Its inhabitants are of the ancient type. The circumjacent country is replete with interest beauty.

Aguas Calientes, with a population of 40,000 is one of the most beautiful cities of Mexico. The plazas are handsome, the architecture imposing, and the climate salubrious. Then follow Encarnacion, Silao, and Querétaro. From Querétaro the road gradually ascends until you finally reach the ridge or rim that bounds the luxurious and far-famed Valley of Mexico. After stopping at San Juan del Rio, for dinner, you press on to soon enter one of the loveliest scenes of the civilized world—



none less than the City of Mexico, with its population of 300,000. You are surprised, amazed, delighted with the many wonders and excellencies of this antique city. Its paintings, music, architecture, fruits and flowers, are so many sources of gratification.

No one can take this delightful trip without returning, not only instructed, but heavily laden, with health of body, heart, and mind.

A. W. LIGHTBOURN.

#### DRAWING IN THE BROOKLYN PUBLIC SCHOOLS

The new course of study in drawing, which has been in use in the public schools of Brooklyn nearly a year, is producing already some very excellent work, and demonstrates beyond doubt the practical value of teaching pupils in our public schools the use of the simpler mathematical instruments in construction and in drawing the actual correct forms of objects by taking measurements from them. In a recent visit to several classes we had an opportunity to inspect the work done during the year, and we are free to say that it is of a high order of excellence. All we saw was good, and most of it the best we have ever seen. It will interest our readers to know the plan and system adopted, by which these results have been reached.

##### THE WORK IN THE LOWEST PRIMARY CLASSES.

The purpose of the work in the lowest primary class is to teach the orderly use of the slate and pencil, the location of figures, and to familiarize the pupils with the simplest forms, and the lines used in representing them, corners, sides, and centres are distinguished; and it is divided into two and four equal parts by horizontal and vertical lines. The pupils are taught to draw a square, first, from one face of a cube, then from different faces; next, the pupils draw two squares, one from the face of the cube and the other from a paper form of the same size. After this, two squares are drawn from forms smaller than the last. Pupils, on completing this grade, are able to draw from the object, from dictation, and from memory. This end is secured by drawing from the object, the edges and directions in which lines are drawn to represent them being pointed out also from dictation, accompanied by blackboard illustration; also from dictation without blackboard illustration, and from memory. Definitions are not required. The teacher gives the name of every exercise drawn, and uses the terms vertical, horizontal, etc., when drawing lines in those positions. Short lessons are given daily. This work completes the first half year of school life.

At the commencement of the second half year a ruler is placed in the hands of the pupils. The purpose of this six months' work is to teach measurement, and the division of lines and regular surfaces by the use of a ruler. Placing the ruler in the hands of children so young is something new in the history of education. It has been questioned whether it was the best course to take, but from a personal and careful inspection of the results obtained at the end of a year's work we are satisfied there can be no doubt as to its utility. One of the oldest principals in Brooklyn recently said, "At first I was opposed to the present course of study in drawing, as bringing into frequent use the ruler, for I feared it would destroy all free-hand drawing, but I am now fully satisfied that it greatly promotes independent, constructive ability, and gives foundation principles for free-hand work also." This fully accords with what we saw, for the pupils seem to have great ability in independent, original constructive work. They are taught to draw horizontal and vertical lines, special attention being paid to position of body and slate, and the movements of hand and arm. These exercises are repeated with light lines. Measurement is taught by the use of the ruler and ruling lines, and marking off inch parts; for example, horizontal and vertical lines three inches long are drawn, and divided into inch parts; two two-inch squares are drawn, and divided each into two equal parts, the first by a horizontal, the second by a vertical diameter. A three-inch square is divided into three equal parts, the opposite points being connected, repeating with light lines and a Greek cross constructed. No definitions are required, but the names of different figures, and positions, and relations of lines in connection with object and blackboard illustration are used. Whenever it is possible the objects are shown. This completes the work of the first year.

In the grade following the one just noticed, exercise is given in the drawing of simple objects, both with and without the ruler; the construction of symmetrical objects, and the cutting of paper forms. We saw a Latin

cross within a rectangle, 4 by 3 inches; a Greek cross within an upright square of 3 inches; a Maltese cross in oblique position within an upright square of 3 inches. The pupils cut each of these crosses from papers. While the ruler is freely used in this grade, and much practice afforded in drawing light and heavy lines, and in laying off distances. All figures drawn with the aid of the ruler are repeated free-hand. This is a very important point to be observed. The method of teaching is, (1) from dictation; (2), from blackboard; (3), from object, and (4) from memory. It will be noticed in all this work the class teachers do the work. The head drawing teacher, Mr. H. P. Smith, examines and directs the whole, but the teachers do the work. It makes no difference whether they are originally gifted in the art of construction or not, they are expected to teach drawing, as well as those branches usually considered a necessary part of a good education.

Teachers classes are held by grades under the personal direction of the head drawing teacher. At these meetings the class teachers are given much assistance, and they prepare and draw each lesson before teaching their class, and when the class teacher instructs her class she can intelligently criticise their errors. There are six drawing teachers in the city who aid the head drawing teacher in giving assistance to class teachers, as may be necessary.

##### DURING THE THIRD YEAR.

At the beginning of the third school year the pupils commence by drawing "concentric squares and mantel frames." (a) Draw two 3-inch squares; in the first, inscribe an oblique square; in the second, inscribe an oblique square, and within the oblique square inscribe an upright square. (b) Draw the face views of two mantel frames, each 2 1-2 inches high, 3 inches long, width of frame at top and two vertical sides, 1-2 inch; the first having square blocks in each upper corner; the second to be divided into square blocks on three sides.

The above, taken from the course of study, shows how definite and exact the work is, but it is interspersed with frequent short exercises in free-hand dictation drawing. Prompt, rapid work is required.

During the last part of the third year the same general work is continued, with drill exercises in drawing horizontal borders, designs for stained-glass windows, rectangular frames, and panel designs, horizontal borders, Greek and Maltese crosses, octagon and octagonal frames, the casing of a clock, a flower-pot and teacanister, an oil can, and tin pail, and a table, and bureau. The pupils are encouraged to make at home drawings of geometrical views of objects similar to those drawn at school. Occasional rapid dictation exercises are given in drawing on slates, and many models are redrawn on separate sheets and then cut from paper and wood. All this gives the work great variety and interest. We saw many boxes and other objects made by the pupils from drawings accurately constructed, thus hand designs lead to mechanical construction.

The work, as we saw it, from a careful examination of the books of the pupils, showed great neatness and skill, but especially wonderful accuracy and sharpness in execution. Many may think that the use of exact measurements will promote stiff and mechanical work, but this is not the case. The foundation of all good drawing is accuracy. The eye must be trained to observe correctly, and the hand to move evenly. This can not be done by off-hand sketching at first, as is sometimes urged, but by the careful use of the scale.

##### THE WORK OF THE FOURTH YEAR.

At the commencement of the fourth year the work is to teach overlapping and bond work, and the construction of the hexagon with applications. Drill exercises are continually given in drawing heavy and light straight lines of given length dividing a page into two equal parts, with a light vertical line, and into four equal parts with a vertical and a horizontal line. Among other work, the pupils make a drawing of a piece of slat fence, face view, the length of slats 2 1-2 inches, width 1-4 of an inch, and drawn 1-4 of an inch apart; the rails, or string-pieces to be drawn 1 inch apart, 1-4 of an inch wide, and 1-2 inch distant from each end of the slats. They draw the posts for a double gate, 3 inches high, 1-2 inch wide; and 4 inches apart; and represent the back view of the gate, the rails overlapping the slats, the dimensions the same as in the first drawing, except the length of slats, 2 1-4 inches. During this year the effect of the use of the ruler lower down is seen. The free-hand practice in drawing circles and arcs, with their applications, is commenced, with the introduction of leaf forms and their repetition to produce ornamental effects. The pupils are able to draw two

good circles a minute. They are good. They are permitted to use rulers for all straight line work, but all curved lines are drawn free-hand. The work is principally free-hand. In drawing the Roman arch and Gothic arch, the following instructions are given:

"Divide the page and draw four 3-inch squares with very light lines. (a) In the first draw diameters and diagonals, and on the horizontal diameter draw a semi-circumference, touching the top and two vertical sides of the square, then darken it. (b) In the second square draw diagonals, bisect the upper half of each, and through these points draw curved lines from the middle of the top side, to each of the lower corners of the square, forming a pointed arch. (c) In the third draw a semi-circumference as in the first, with a second semi-circumference with same center, but 1-4 of an inch distant from the first, forming a Roman arch. Finish by drawing joints, keystone, impost, and column. (d) In number 4 draw number 2, with curves within, 1-4 of an inch distant, forming a plain Gothic arch.

The teachers definitely plan and draw the figures before teaching them to the class, the length of lines, proportional parts of the figures, and the number and arrangement on the page, being determined. They teach how to divide the page and how to arrange two or four figures symmetrically on one page, how the different steps are to be taken, and their order, in drawing different kinds of ornaments and objects, as, for instance, in bi-symmetrical figures, the principal axis should be drawn first; in simple leaves the mid-rib should be drawn first, then the outline, and the left side before the right side. They show that in drawing objects, draw first the geometrical figure, which most resembles the object in form, and use that as a guide in drawing the outline of the object, and that all such sketches should be drawn rapidly, trusting the eye for measurement. They show how to measure objects, by taking actual measurement from simple, familiar objects in the presence of the class, and sketch them on the board, drawing but one view. For memory and home work, the pupils draw and cut out the figures they have previously drawn in the class. Frequent short exercises in drawing a figure in a given time are given as a discipline to secure habits of promptness and close application.

Rulers are used in all grammar grades to draw straight lines, and the use of compasses is introduced at the beginning of the fifth year.

We saw in a large number of books the drawing of a door with its adjacent wainscoting. In the center of the page a rectangle was drawn showing panels, top, middle, and bottom rails and stiles, with a semi-circular transom window. At either side the wainscoting was shown. A pupil was called up, and as he named the parts he pointed them out in the door. Object drawing is constantly practiced. We saw carefully drawn outlines of a lemon, a covered dish, a goblet, and a hand-mirror. Leaves are brought in and accurately represented. This gives only a faint idea of the course pursued and the excellent work done.

At the commencement of the fourth grade (the fifth school year), the compasses in elementary geometrical drawing are introduced, and the elements of architectural drawing and the elementary principle of bi-symmetrical ornamentation are taken up. Great care is taken in the construction of figures of correct length and breadth. The following is a little of the work.

(a) To construct an equilateral triangle and find its center. (b) Construct an equilateral triangle with sides of 2 inches. With each vertex in turn as a center and one-half its side as a radius, describe parts of circles which shall meet the sides of the triangle and form the trefoil. (c) Inscribe an equilateral triangle in a circle. (d) Repeat this figure, bisect the sides of the triangle, and connect the points of bi-section, thus inscribing a second equilateral triangle. On this construct a trefoil as in the previous problem. (e) Draw within a 4-inch circle an inscribed trefoil, draw arcs parallel to those already drawn and 1-8 inch distant in the three parts between trefoil and circumference of circle. (f) Construct a square on a given side. (g) Construct a square and inscribe a circle. (h) Construct a quatrefoil on an oblique square having diagonals of 2 inches. (i) Construct a square on base of 3 1-2 inches, inscribe a circle, and within the circle construct a quatrefoil."

##### IN THE HIGHER CLASSES.

This work goes on until, in the highest classes, we found ornamented center-pieces, consisting in one instance of a beautiful hexagonal resette bounded by a running boarder, composed of leaf forms previously drawn. These were much varied by different pupils, but in all instances they represented a ceiling composed of an ornamental center-piece, border and corner pieces. The work in the higher grades of several schools shows intelligent effort, both in constructive and decorative work, a great variety of cut-out decorative open-work, such as balustrades, iron fence, registers, lamp shades, decorated panels, and stained-glass window patterns. In



some cases a full window was decorated with designs cut from different pieces of colored paper. One window thus made would do credit to a professional decorator. It was beautiful.

In all this work Mr. Smith considers drawing as a means of mental development. He believes drawing a language, and that no one can learn a language, by simply copying the characters used in the expression of ideas—but principles must be taught, pupils must be required to think and led to discover for themselves—the mind of the pupil must grasp the simple principles by which ideas are expressed—for instance the drawing of a bridge with bond work (masonry) on either side, is not built from written description as readily as from the drawing; there is more force in a few lines to express an idea than in pages of written description. He considers that pupils should be led to think and see for themselves, by questioning them, by illustrations enough to awaken interest and stimulate thought, and draw it out. Their practice in drawing should be *thoughtful practice*, all the facts about what they are to draw should be known before they make a drawing to represent it, THEN the pupils will express with their pencils what the minds of the pupils dictate, and these drawings will be an expression of their thought. This is educating the mind.

In this description we have intended to give enough to show teachers what the Brooklyn system is, and how well it is succeeding. All interested in this important branch of school study would do well to examine thoroughly the work here outlined. It will *pay to give it careful attention*. Mr. Smith is deserving of great praise for his intelligent and thorough planning and supervising. His success has been great, and the Brooklyn teachers are to be congratulated on having agentleman who so thoroughly appreciates his business.

#### DR. JOHN B. PEASLEE.

HON. JOHN B. PEASLEE, Ph.D., LL.D., the recent superintendent of the public schools of Cincinnati, is the eldest son of the late Reuben Peaslee, Esq., of Plaiston, New Hampshire. He was born September 3, 1842, and received all the benefits of a district school and the academy at Atkinson, N. H., from which he passed to the Gilmantown Academy, and was graduated there from in 1858, when he was only sixteen years of age. The following year he was admitted to Dartmouth College, where he was graduated with the highest honors in 1863. His oration at the commencement exercises, on the "Polish Revolution," received high encomiums from the eastern press for its ability and learning. Having completed his collegiate education, he came to the west, and, on the recommendation of Dr. Lord, president of Dartmouth College, he was appointed principal of the grammar school of Columbus, Ohio. He resigned his position in the fall of 1864, and removed to Cincinnati, to assume the position of first assistant in the Third District School, of that city. During the three years in which he held this situation, he passed his pupils to the intermediate schools at the head of all in Cincinnati, which redounded greatly to his credit, as during a portion of the time he was attending lectures at the Cincinnati Law School, and studying for that profession. He was admitted to the bar of Hamilton county in 1865, standing second in a class of 85, but did not practice. In 1867 he was elected principal of the Fifth District School, a position which he filled with such great success that it led to his election to the principalship of the Second Intermediate School in 1869, where he remained until he was elected superintendent of the public schools of Cincinnati in 1874. Never before had the schools been in so flourishing a condition as since they were put in his charge. Mr. Peaslee was president of the State Board of Examiners for nearly four years. Since he was appointed superintendent of the schools he has originated many needed reforms, some of which have spread over the entire country, from Maine to Oregon. His method of teaching addition and subtraction has attracted much attention among educators, and has been adopted in many other places. Believing that system, order, and neatness are the foundation of business habits, he introduced systematic forms for all work done by pupils, on slate or paper, thus securing a neatness and beauty of execution which a distinguished educator declared to be "the most astonishing results he had ever seen in school work." Mr. Peaslee was the first in the country to introduce into the schools a systematic and graded course of gem selections from English literature; the celebration of authors' and statesmen's days, which has since become an important feature of the public schools of this country. Dr. Harris, former superintendent of the public schools of St. Louis, says: "It was the best thing

that had been done for the public schools for fifty years." In the same connection, at Mr. Peaslee's suggestion, and under his direction, the public schools planted a beautiful grove of about six acres in Eden Park, in honor of and to the memory of our great writers, statesmen, and scientists, on Arbor Day, April 27, 1882 and named it "Author's Grove." The Centennial exhibit of the work of pupils in the Cincinnati schools received the encomiums of all who examined it. Attention is called to the statement made before the National Educational Association at Washington, in February, 1879, by Hon. John D. Philbrick, United States Commissioner of Education to the Paris Exposition, and former superintendent of the public schools of Boston. In speaking of the different school exhibits at Paris, he said: "No other exhibit of scholars' work equaling that of Cincinnati, was ever made in the known world!"

A gold medal diploma and a silver medal diploma were awarded to Cincinnati public schools, by the international jury at Universal Exposition, held at Paris in 1878. The Royal Industrial Museum at Turin, conferred upon Mr. Peaslee a diploma of membership as a token of appreciation of the work of the Cincinnati school exhibit at Paris, and in 1879, the Ohio University conferred upon him the degree of Doctor of Philosophy.

Mr. Peaslee has been for years one of the trustees of the Cincinnati University, and was appointed by Governor Bishop in March 1878, trustee of the Miami University. He is a life member of the National Educational Association, and president of one of its important departments. He is also a member of the National Council of Education and has a wide reputation as a lecturer. He is an eloquent and magnetic speaker, and never fails to captivate his audience by his learned and interesting lectures. He was one of the projectors of the American Forestry Congress, also of the Citizens Memorial Association of Cincinnati, established in order to perpetuate the memory of citizens of the city who have been persistent in advancing its interests. His characteristics are a noble generosity, a warm enthusiasm and a truly sympathetic nature, while he reveals an immense amount of energy and a high independence.

#### STATISTICS AND LABOR.

Commissioner Charles F. Peck, of Albany, N.Y., of the New York state bureau of statistics and labor, has determined to investigate the apprentice system of this state in as thorough and practical a manner as possible. He has announced that a blank form, covering the main points upon which information is desired, will be sent to any one interested in this important subject. He says:

"There are many reasons why the bureau should receive the hearty aid and co-operation of the labor organizations in the work which it has undertaken. Principal among these is the fact that at no time in the history of what is termed the 'labor movement,' has matters which affect the wage-workers received so much attention as now, and the frequency with which demands for reform and improvement in their condition are being made, stands next in importance. Real and permanent reforms, however, cannot be secured unless the demands for them are based upon carefully collected statistics. If laws for the protection of the laborers are to be made, they can only be made when the Legislature is put in possession of reliable and thorough information and figures regarding them."

The points upon which expression is particularly desired on the apprenticeship question are:

1. Do you favor an apprenticeship law?
2. Is the law now enforced, or is it partially or practically a dead letter?
3. Do you consider the law adapted to the present conditions and wants of your special trade?
4. Do you consider its provisions just or practical, as affecting the apprentice, the employer, and journeymen in your trade?
5. Industrial, training, and technical schools.

While these are the main points of inquiry, everything else bearing upon the question will receive the closest attention.

The investigation of strikes will be made as thorough as the circumstances will permit, but particular attention will be given to their causes and effects, and their cost, and the manner of settlement.

This is a subject of great importance and interest to teachers, to which they should give special attention. Although apprenticeship is not directly connected with the school-room it has a most intimate connection with work.

THE *Sun* of this city thinks that Mr. Cleveland's indefatigable liking for work has neither conduced to the advantage of his party, nor been beneficial to himself. He probably acquired the bad habit when he was a schoolmaster. What a calamity!

#### THE TEACHING OF MORALS AND MANNERS.

The following excellent points are gathered from the recent report of Supt. M. S. Crosby, of Waterbury, Conn. They deserve notice, on account of the matter and methods they contain.

##### I.

All teachers in every grade should feel profoundly the responsibility which rests upon them, and should keep in mind the great influence for good to be exerted by them—an influence which has been too much neglected in public schools. Inculcate respect and obedience to parents, to teachers, to persons in authority; proper behavior at home, at school, at play, in the streets, in public places, toward the aged; truthfulness, honesty, kindness, good nature, doing right at all times.

##### II.

Pupils, especially boys, in the lower grades are of that age in which their powers of imitation are rapidly developing. They readily imitate older children in the use of profane, immoral, and vulgar words. They learn to nickname older persons; also, their consciousness of growth, of increasing bodily strength, is more and more felt, and they love to display their power. Therefore they tyrannize over and abuse weaker children, they tease and torture animals, they break and destroy, and they do not realize that they are doing wrong in all this. These powers of imitation and this exercise of bodily strength should be rightly guided. All abuse of them should be kindly but very positively forbidden. The following can be insisted on:

- Never use a profane word.
- Never use an immoral word.
- Never use a vulgar or obscene word.
- Never "call names."
- Never tease, abuse, or hurt any boy or girl.
- Never tease, abuse, or hurt any animal.
- Never tear, or break, or destroy anything of value.
- Never be rude, or rough, or violent in play.
- Pleasant directions toward what is right are better than constantly forbidding what is wrong.

##### III.

The education of the street and of ill-regulated public or social gatherings is most pernicious. Here the responsibility rests chiefly upon parents, and the schools should not be blamed. In school there are constant, restraining, and positive influences on the side of morality, law, and order. These good influences of the school should be made effective, as far as possible, when children are away from direct control.

"Character is better than intellect." Train the moral nature to a noble purity, honesty, truthfulness, kindness, and courtesy. The manner of the teacher is very important. It should be attractive, kind, gentle, quiet, and at the same time should possess a proper firmness. Scolding, irritating remarks, constant chiding, produce friction, worry, nervousness, overpressure and discouragement in the school. Too often reproof and punishment are administered because of irritation on the part of the teacher, and not after a thoughtful consideration of what will be best for the improvement of the child.

Pupils do far better when they exercise a happy control over themselves than when they are held to their duties by repression and compulsion from without. A teacher who resorts to repeated hushings of the school, and to the almost incessant tinkling of the desk-bell, is sadly lacking in the art of good management. The "personal element in teaching" forbids that the school be looked at in the mass, as a company to be marshaled and drilled; it requires that the different qualities of mind and heart of each pupil be carefully observed and rightly treated. Not by formal lectures, but by kind instruction and by personal influence, will the teacher find the most satisfactory results. This whole subject should be carefully studied with a true appreciation of its great importance.

THE terrible time will certainly come when woman will be permitted to do whatever man can do. A woman has been installed as pastor of a Congregational Church in Iowa, and is laboring with marked success. The fact was reported to the association of ministers at Marion, the other day, and the hope was expressed that many other women might be called to the same work. Paul's objections were not mentioned, and there was no expression of disapproval in the association. This is the first case of the kind in Iowa except among the Unitarians and Universalists.

A teacher is known by the company he keeps during vacation.



## CONCERNING OBSERVATION

BY SUPT. CHARLES JACOBUS, New Brunswick, N. J.

Knowledge sought out by observation or self-obtained is said to carry with it always certain pleasurable feelings, and this to all seekers after knowledge becomes only an incentive to further and deeper thought. "Painful lessons," says another, "will make knowledge repulsive; pleasurable lessons will make it attractive;" and Herbert Spencer truly says, "The men to whom in boyhood information came in dreary tasks, along with it threats of punishment, and who were never led into habits of independent inquiry, are unlikely to be students in after years, while self-instruction commenced in youth is likely to continue through life." It is contended that children should be kept from reading even till habits of observation and reflection have gotten a start, for if knowledge be acquired from reading alone it is obtained, so to speak, "second-hand." A beginning can not, therefore, be made too early in teaching children, so that they may see, and feel, and hear what is going on around them. The skilful asking of questions when any object of nature is under examination opens up new fields to the mind of the youthful disciple, and soon he will be able to take the initiative. Pestalozzi said: "If I look back and ask myself what I have really done towards the improvement of elementary education, I find that, in recognizing observation (*Anschauung*) as the absolute basis of all knowledge, I have established the first and most important principle of instruction." So many pass through the world not knowing the wonders that are really under their feet and around them on every hand. A vigorous mind puts it as follows: "God has placed us in a world in which he means us to admire its beauty and its glory. There are beauties and wonders, and God made them all, and we can look from this world into the very arch of Heaven, and it is simply impossible to judge the difference in degrees of happiness illustrated by the mind of a man who has gone through this world with a hearing ear and a seeing eye, and of another man who has been suffered to grow up blind and deaf to the glories of this planet in which God has placed him."

The observation of nature is here principally contended for.

Every child may easily be made a lover of nature and a sharp observer thereof; and to direct the observation of children by careful questions leading thereto, should be the special object of every teacher of youth. Then, if started on the right path, when the teacher's hand is no longer present to guide, the young mind will have become sufficiently strong to proceed in the path marked out, independently, and with increasing satisfaction and delight. Happy the youthful mind whose teacher is able properly to direct its habits of observation, and thus prepare it for the greatest subsequent efficiency in after years.

The following story from the *Penn Monthly*, which is quite *apropos*, is related of Agassiz, and it is sufficiently characteristic of this remarkably accurate observer to have the merit of probability. We are told that once upon a time the professor had occasion to select an assistant from one of his classes. There were a number of candidates for the post of honor, and finding himself in a quandary as to which one he should choose, the happy thought occurred to him of subjecting three of the more promising students in turn to the simple test of describing the view from his laboratory window, which overlooked the side yard of the college. One said that he saw merely a board fence and a brick pavement; another added a stream of soapy water; a third detected the color of the paint on the fence, noted a green mold or fungus on the bricks, and evidences of "bluing" in the water, besides other details. It is needless to tell to which candidate was awarded the coveted position.

## PATRIOTIC SELECTIONS.

What means this martial array if its purpose be not to force us to submission? Has Great Britain any enemy in this quarter of the world to call for all this accumulation of navies and armies? No sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging.—PATRICK HENRY.

We have done everything that could be done to avert the storm that is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne. But our petitions

have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned with contempt, from the foot of the throne.—PATRICK HENRY.

But, Mr. Speaker, we have a right to tax America. Oh, wonderful, transcendent right! the assertion of which has cost this country thirteen provinces, six islands, one hundred thousand lives and seventy millions of money. We have a right to tax America, the noble lord tells us, and therefore we ought to tax America. This is the profound logic which comprises the whole chain of his reasoning. Not inferior to this was the wisdom of him who resolved to shear the wolf. What! shear a wolf? Have you considered the resistance, the difficulty, the danger of the attempt? "No," says the madman, "I have considered nothing but the right. Man has a right of dominion over the beasts of the forest and, therefore, I will shear the wolf." How wonderful that a nation could be thus deluded.—EDMUND BURKE. (On the Right to Tax America).

My lords, you cannot, I venture to say it, you cannot conquer America. What is your present situation there? We do not know the worst; but we do know that in three campaigns we have done nothing and suffered much. You may swell every expense and strain every effort still more extravagantly; accumulate every assistance you can beg or borrow; traffic and barter with every little pitiful German prince that sells and sends his subjects to the shambles of a foreign country; your efforts are forever vain and impotent—doubly so for this mercenary aid on which you rely; for it irritates to an incurable resentment the minds of your enemies, to overrun them with the sordid sons of rapine and of plunder, devoting them and their possessions to the rapacity of hireling cruelty! If I were an American, as I am an Englishman, while a foreign troop was landed in my country, I would never lay down my arms, never! never! never!—EARL OF CHATHAM. (On the consequence of the American war).

## TABLE-TALK.

## JUVENILE HUMOR.

## A BIT OF PROFANITY.

The Rev. Mr. B—, of Oregon, has two little boys, Matthew and Johnny, who have been duly instructed as to the exceeding wickedness of swearing. But the seed seems to have fallen on stony ground, for, as their father was getting an armful of wood, he overheard on the other side of the woodpile, the following conversation:

"Oh Johnny," said Matthew, in a coaxing but somewhat awestruck tone, "less swear."

"Less!" cried little Johnny courageously.

"There was a pause, during which Matthew appeared to be considering how to do it. Then he called out in furious accents: 'I swear.'"

"Tho do I," piped Johnny.

## WASTED ADMONITION.

One one occasion little Matthew's mother took him on her lap to impress upon him the duty of obeying his parents and being kind to his little brother. While receiving these instructions Matthew gazed at her with so much earnestness that she felt sure a deep impression was being made on his young mind. But when she got through, the pleasing illusion was dissipated by his remarking dryly: "Your chin goes up and down so funny all the time you're talkin'."

## SOME HUMAN NATURE.

Another story from the school-room may not be out of place here. A boy brought his teacher some very beautiful and sweet-smelling sprig flowers the other morning, for which she thanked him very kindly as she placed them in a tumbler of water upon her desk. In the course of the morning the youthful giver held up his hand and said: "Please, ma'am can I wet my sponge?" "No," said the teacher, "not just now."

The boy, however, was persistent; he apparently thought he was entitled to some especial favor, and he repeated his request in a loud tone. The teacher, however, said "nay" the second time more decidedly than the first, and at this the petitioner gave vent to his anger as follows: "Say, teacher, you know the flowers I brought you just now; I only lent 'em to you; I didn't give 'em to you to keep." There was a good deal of human nature in this. Children of an older growth sometimes show a similar disposition.

## A POSER FOR THE OLD LADY.

The grandmamma of two little boys, in Oregon, Ill., was once obliged to reprove the younger brother. "My dear," said she, solemnly, "if you tell lies God will not love you, and when you die your soul will not go to Heaven."

"What it's my thoul?" inquired Johnnie pleasantly.

"Your soul!" grandmamma was overheard to exclaim; "your soul, my child, is—I am surprised that a child of your age does not know what his soul is. It is—is it possible that you do not know? Well, then—ahem. Pick up grandmamma's specs, Johnny. There now, you may run out and play, my dear."

## FROM THE CONGRESSIONAL POINT OF VIEW.

A Congressman was making a few unanimous and inimical remarks upon the President's vetoing a certain bill, when his little boy interrupted him.

"Papa," said the kid, "what is a veto?"

"Eh! What?" asked the father.

"What is a veto?"

"Oh! A veto, my boy, is an offensive partisan."

## THE FORBIDDEN FRUIT.

A whole Sunday-school was demoralized and thrown into convulsions last Sunday by a precocious youth when a distinguished visitor was interrogating the school and asked: "What was the forbidden fruit?" Up jumped the boy, and said: "I know." "Well, what was it?" inquired the stranger. "Pickles," shouted the boy in a stentorian tone, whereupon the entire school broke out in a roar of laughter, in which the visitors joined. That closed that part of the program, and it was with difficulty the closing exercises were gone through with solemn faces.

## THE MEANEST.

The district school at Sand Hill, taught by Miss Gertie Dunn, of Pulaski, is one of the best instructed in the eastern part of the county. At an examination held there a few days ago a class of pupils were requested to give a list of "quality" words. One little fellow gave the word "good," and defined it by saying apple-pie was good. A little bright-eyed seven-year-old boy, who had been sitting quietly in his seat during the recitation, got up and gave the word "mean." In reply to the teacher's question as to what was mean, he said: "Well, dried-apple pies are the meanest things I know of." The little fellow took his seat amid a roar of laughter from the spectators.

## A TIMELY PROPOSAL.

Dr. W— is a well-known physician at Dorchester. He has a little son about five years old and a daughter about seven. It has been his custom to give the children a weekly allowance of ten cents each, in return for which they agreed to have their things stowed away when through using them. Last Friday evening he was approached by Beesie, the little girl, who remarked:

"Papa, I am going to strike, I want twenty cents a week."

"I can't meet the demand," replied the doctor.

"Well, then, let's arbitrate!" said Beesie.

## A PECULIAR GRANDPA.

Little Inez is the daughter of a newspaper man of Boston who lives at Mt. Pleasant, and who is quite a lover of the weed. A few weeks ago her grandfather, an old Baptist deacon from New Hampshire, was on a visit there to Inez. She was sitting in his lap one day and observed he was moving his lips. She gazed at him for a moment, and said:

"Grandpa, do you chew tobacco?"

"No, my dear, never."

Inez sat still for a moment. "Grandpa, do you smoke?" she said.

"No, my dear."

Again Inez was silent, but, brightening up, she gazed at her grandfather and asked:

"Grandpa, are you a man?"

## PUNISHMENT.

"Mamma," said a little boy the other night to his mother, "what will God do to me if I am not good?"

"He will punish you, Bobbie, and make you very, very sorry for having done wrong," replied the mother.

"But if I kept on doing wrong, mamma, then what?"

"He would punish you more severely than before."

"Mamma, do you think He would boycott me after while?"

The mother told the father that night behind the curtains that he must be careful how he talked before the children.

## A PRAYER.

A little girl who realized that her three-months-old baby brother was bald and toothless and believing in the efficacy of prayer added this request to her "Now I lay me down," etc., the other night: "Oh, Lord, bless little Percy and do give him some hair and some teeth."

## PRECIOUS TO THE PILGRIMS.

Said a school examiner at South Abington, Mass.:

"When the Pilgrims landed, what did they have that was more precious than home and friends?"

A bright-eyed little boy answered so promptly as to bring down the house:

"Pop-corn!"

## A GOOD REASON.

Mission Teacher.—"The object of this lesson is to inculcate obedience. Do you know what obey means?" Apt pupil.—"Yes, marm; I obey my pap." "Yes, that's right. Now tell me why you obey your father?" "He's bigger'n me."

## WHAT SHE WAS TO SAY.

Paul, five years old, had been poking at the range and burned a hole in his sleeve. His mother said: "You'll surely catch fire, and there will be nothing left of you but a little pile of ashes. What will I say then?" At once Paul replies: "You will say, 'Kate, shovel up those ashes!'"

## A LITTLE MISTAKE.

Little Effie, three years old, went to a strange city with her mamma, to visit uncle, and the next morning was occupied in flattening her nose against the window-pane and satisfying her childish curiosity by gazing at the unusual scenes.

"Oh, Auntie! Do see this awful homely man!"

"Hush, child. That is Mr. Lord, the Mayor. You must not talk that way. He is a very nice man."

"Mister Lord?" and the little nose pressed closer against the glass, while Effie watches him clear out of sight. "My," with a toss of her little head, "I know he never made me!"

## WHAT IT WAS.

"What," asked a Galveston Sunday-school teacher, "is that invisible power that prevents the wicked man from sleeping, and causes him to toss upon his pillow?"

"Skeeters!" shouted the bad boy at the foot of the class.

## HER INTERPRETATION.

A little Montgomery, N. Y., miss wanted some ice-cream the other evening. She wouldn't accept her mother's refusal, and as the last resort she sent her to her father. The question was put to him, who answered: "Not much." She went back to her mother and told her that her papa said "she could have a little."



## GENERAL EXERCISES.



NO. 64.

104 = ♩

JOHN W. TUFTS.

1. Oh, the Sum - mer night Has a smile of light, And the  
 2. But the Au - tumn night Has a pierce - ing sight, And a  
 3. And the Win - ter night Is all cold and white, And a  
 4. Oh, the night! the night 'Tis a love - ly sight, What  
 5. It bring - eth sleep To the for - ests deep, The

sits on a sap - phire throne; . . . . . Whilst the sweet winds  
 sing - eth a strong and free; . . . . . And a voice for  
 ev - er the song of pain; . . . . . Till the wild bee  
 for - est bird to its nest; . . . . . To care then bright

load her With gar - lands of o - dor, From the bud to the  
 won - der, Like the wrath of the thun - der, When he shouts to the  
 hum - meth, And warm spring com - eth, When she dies in a  
 soar - eth, And the lov - er out - pour - eth His soul in a  
 hours, And dreams of flow - ers, And that balm to the

rose o'er - blown. From the bud to the rose o'er blown.  
 storm - y sea! When he shouts to the storm - y sea!  
 dream of rain! When she dies in a dream of rain!  
 star - bright rhyme. His soul in a star - bright rhyme.  
 wea - ry, - Rest! And that balm to the wea - ry, - Rest!

BARRY CORNWALL.

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## FOR RECITATION.

Fear ye foes who kill for hire?  
 Will ye to your homes retire?  
 Look behind you; they're afire,  
 And before you, see  
 Who have done it! From the vale  
 On they come, and will ye quail?  
 Leaden rain and iron hail  
 Let their welcome be!

—REV. JOHN PIERPONT.

In many a fevered swamp,  
 By many a black bayou,  
 In many a cold and frozen camp,  
 The weary sentinel ceased his tramp,  
 And died for me and you!  
 From western plain to ocean tide  
 Are stretched the graves of those who  
 died

For me and you!  
 Good friend, for me and you.

'Twas more than a hundred years ago.  
 They were close beset by the dusky foe;  
 They had spent of powder their scanty store,  
 And who the gauntlet should run for more?

She sprang to the portal and shouted, "I!  
 'Tis better a girl than a man should die!  
 My loss would be but the garrison's gain,  
 Unbar the gate!" said Elizabeth Jane.

The powder was sixty yards away,  
 Around her the foemen in ambush lay,  
 As she darted from shelter they gazed with awe,  
 Then wildly shouted, "A squaw! A squaw!"  
 She neither swerved to the left nor right,  
 Swift as an antelope's was her flight,  
 She gained the fort with her precious freight,  
 Strong hands fastened the oaken gate.  
 Brave men's eyes were suffused with tears  
 That had there been strangers for many years.  
 From flint-lock rifles again there sped  
 'Gainst the skulking redskins a storm of lead;  
 And the war-whoop sounded that day in vain,  
 Thanks to the deed of Elizabeth Jane.

—JOHN S. ADAMS.

Breathes there a man with soul so dead,  
 Who never to himself hath said,  
 "This is my own, my native land!"  
 Whose heart hath ne'er within him burned,  
 As home his footsteps he hath turned  
 From wandering on a foreign strand?

—SCOTT.

Late lies the wintry sun a-bow,  
 A frosty, fiery sleepy-head;  
 Blinks but an hour or two; and then,  
 A blood-red orange, sets again.

## THE THINGS OF TO-DAY.

Mr. Gladstone spoke at Manchester and en route, and at the hall's where he spoke was received with unbounded enthusiasm.

A soldier's monument is to be dedicated July 5, at Fort Jervis.

The Chesapeake and Ohio road is to be merged into the Newport News and Mississippi Valley line, extending to New Orleans and connecting with the Huntington system to San Francisco.

Father Francis Dent having been indicted in Cattaraugus county, fled to Canada, and refuses to accommodate the authorities by returning for trial.

The republicans in Kentucky will nominate candidates in every district, thus warming up the next campaign.

Selling stocks by means of the movement of a wheel has been condemned as gambling by a Maryland Court.

There is every prospect of an ugly and continuous freight blockade on the railroads of the west and northwest.

Mr. Hoxie at last consents to be examined by the Congressional committee investigating the great southwestern railroad strike.

During disposes proceedings at Rushville, Ind., a young farmer named Laughlin discharged a revolver at the sheriff, who returned the fire, killing Laughlin.

It is quite likely that Congress will be occupied with the regular appropriation bills until July 10.

The bill for the relief of Fitz John Porter passed the Senate. It only needs the President's signature to become a law.

A Michigan lumber firm have within six months secured over 100,000 acres of virgin pine lands in Mississippi and Louisiana.

The State Board of Health is to examine the subject of the city's water supply in connection with the new aqueduct and Quaker Bridge Dam project.

Mayor Grace has removed General Shaler from the presidency of the Health Department for accepting money while a member of the Armory Board to secure the purchase of an armory site by the city.

The substitute for the Blair Pension bill, which has been reported back to the House, adds to the pension list 33,105 soldiers, and involves an annual expenditure of \$4,767,000.

The Northern Pacific Land Forfeiture bill has passed the Senate. The bill forfeits lands continuous with parts of the road not yet completed, but confirms the road in possession of the lands on the line constructed since July 9, 1879, to which, by the terms of the grant, it was not entitled. Mr. Van Wyck offered an amendment repealing the clause of the granting act which made the right of way exempt from taxation in the Territories. This was carried but not without opposition. Twenty senators voted against it. The entire bill was then passed by a vote of 47 to 1. The House Committee in taking up this bill, struck out all after the enacting clause except the Van Wyck amendment, and inserted the House bill on the same subject now on the calendar.

The Sundry Civil Appropriations bill as reported by the House appropriates \$31,000,000. This is \$5,000,000 less than the appropriations for the current year, and \$15,000,000 less than the estimates.

In the Senate the retaliatory measure directed against Canada was followed by one directed against Germany and France. It was drafted by Mr. Edmunds. It provides for the inspection of pork products exported, and authorizes the President at his discretion to place an embargo upon the importation of all food products from the countries that shut their ports against our products. The bill was passed by a unanimous vote.

Another measure which was unanimously adopted by the Senate was Mr. Frye's proposition for an American International Congress to promote peace and commercial intercourse between the nations of this hemisphere.

Mr. Wilson, of Iowa, addressed the Senate on the Postal bill, showing how the low rates of postage on merchandise enabled the "merchant princes" of New York to do a large business through the mail in competition with the local dealers all over the country.

The Senate passed a bill of Mr. Frye's providing for the payment of fifty cents a mile for carrying the foreign mails of the United States. By this bill an American ship carrying the mails to England would receive a subsidy of over \$1,500. President Cleveland has signed the Shipping bill, calling attention to certain defects.

Representative Goff, of West Virginia, offered an additional section to the Naval Appropriation bill, appropriating over \$2,000,000 for the completion of the double-turreted monitors. The measure was defeated by a vote of 74 to 97.

The lately captured Apache children are to be placed under the charge of Captain Pratt at the Carlisle School.

The bill signed by Governor Hill relating to imprisonment for debt will bring about the release of one debtor who has been confined nearly six years on a civil process.

The British Columbian town of Vancouver has been destroyed by fire.

Belgian coal-miners have gone on strike.

The reorganized Senate of Ohio has been sustained by a decision of the courts.

Robert Pacha, the creator and Admiral of the Turkish fleet, is dead.

The Chicago Anarchists have been put on trial.

The Papal Ambassadors bearing the beretta and suchetta to Cardinal Gibbons, of Baltimore, have arrived in this country.

The Cardinal Archbishop of Canada has denounced the Knights of Labor.



## EDUCATIONAL NOTES.

## PROGRAM OF THE LOUISIANA EDUCATIONAL ASSOCIATION, NEW IBERIA, JULY 6-7, 1886.

Address of Welcome, Jas. A. Lee, Pres. School Board, New Iberia, La.  
 Response, Warren Easton, President Association, Baton Rouge, La.  
 Respective and Reciprocal Duties of Teachers, Parents, and Pupils, Edwin H. Fay, Baton Rouge, La.  
 The Value of Reading, Prof. J. R. Ficklen, New Orleans, La.  
 Report of Historian, Miss Kate Nelson, Shreveport, La.  
 Correlation of the Sexes, Franklin Garrett, Monroe, La.  
 Study of Politeness in the Public Schools, Thos. A. Baileux, Thibodeaux, La.  
 Annual Address, Rev. Jas. A. Parker, Bastrop, La.  
 Teaching of Agriculture, Prof. Wm. C. Stubbs, Baton Rouge, La.  
 Training for Citizenship, Prof. H. E. Chambers, New Orleans, La.  
 Report of Editor, Mrs. Mattie H. Williams, Shreveport, La.  
 Character, Dr. Ed. E. Sheib, President State Normal, Natchitoches, La.  
 Address, Rev. T. A. S. Adams, President Centenary College, Jackson, La.  
 Address, Moral and Mental Culture, Col. W. H. Jack, Natchitoches, La.

## PROGRAM OF THE WEST VIRGINIA TEACHERS ASSOCIATION TO BE HELD AT MOUNTAIN LAKE PARK, JULY 6, 7, AND 8.

Opening Address, B. S. Morgan, State Superintendent.  
 Temperance in Our Public Schools, Prin. T. E. Hodges, Morgantown Schools.  
 Discussion, Opened by Prin. U. S. Fleming, Grafton Schools.  
 Chalk Talk, Prof. Geo. R. Little, Washington, D. C.  
 Address, Prof. W. H. Payne, of Michigan University.  
 Primary Teaching, Miss Dora Ridemour, Clarksburg Schools.  
 Discussion, Opened by Miss Stella Martin, Moundsville Schools.  
 Our Normal Schools; their Aims; their Needs, Prin. S. B. Brown, Glenville Normal School.  
 Discussion, Opened by Prin. C. A. Sipe, Fairmont Normal School.  
 Course of Study for our Grammar and High Schools, Prin. T. C. Miller, Fairmont Schools.  
 Discussion, Opened by Prin. J. W. May, Benwood Schools.  
 Opposing Forces in Education, Supt. W. H. Anderson, Wheeling Schools.  
 Discussion, Opened by Prin. T. J. Woofter, Shepherdstown Normal School.  
 Cramping and Teaching, Principal Walter Mitchell, Wellsburg Schools.  
 Discussion, Opened by Miss S. J. Meholin, Principal Clay School, Wheeling.  
 Color Teaching, Prof. A. L. Wade, Monongalia County.  
 Address, Monumental Records of Classic and Sacred History, or Recent Explorations in the East, by S. F. De Hass, D.D., ex-United States Consul to Jerusalem.  
 Politics in our Public Schools, A. P. Newlon, Esq., Piedmont, W. Va.  
 Discussion, Opened by J. N. David, ex-Supt., Harrison County.  
 Higher Education of Woman, President J. A. Brown, Wheeling Female College.  
 Discussion, Opened by Prof. J. M. Lee, Lindsley Institute, Wheeling.  
 Pernicious Literature; its Evil Effects; the Remedy, Supt. A. L. Purinton, Parkersburg Schools.  
 Discussion, Opened by Prin. J. A. Cox, West Liberty Normal School.  
 The State University, Prof. W. P. Willey, Morgantown.

## CONNECTICUT.

The graduating exercises of the Welch Training School, New Haven, were held June 18.

The enumeration of school children in Connecticut for the purpose of apportioning the school fund has just been completed, and the tables have been made up in the offices of the School Fund Commissioners and secretary of the Board of Education. The figures show that there are 152,165 children of school age—between five and sixteen—in the state, against 151,069 last year. Of the counties showing an increase Fairfield takes the lead, numbering 29,058, against 27,796 last year. The growth of the state in population, as indicated by this table, has been mostly in Fairfield County, which means practically that Bridgeport is pushing ahead more rapidly than any other city in the state.

## DAKOTA TERRITORY.

At a meeting of the Benson County teachers, held June 5, amendments to the constitution were made, and the last Saturday of each month appointed for the meetings. A committee of two, Supt. McAdam and Mr. Marcey, was appointed to make out the program for the next meeting.

## ILLINOIS.

The normal institute of Dade County will be held at Greenfield, July 6-31. Instructors: Prof. J. M. Shelton, De Soto, Mo., and Supt. H. N. Robertson. A two weeks' institute is in session at Henry, Marshall County. It began June 28. Another for Cook County is being held at Englewood. There has been a great pedagogical shaking up in Whiteside County this year. In Jordan township, the banner school town of the county, but two teachers hold on for another year. One of these, a lady, gets \$662.3 per month for nine months. The other, a gentleman, gets a little over \$60. Every school in the township, save one, pays in the neighborhood of \$60, and has nine months' school. County Supt. B. G. Henriks visits schools; results satisfactory. The main drawback is that the clerical work and the visiting are too much for one person. The county is divided into five teachers' branch association districts. Two meetings are held twice a month in different parts of the county. By this system teachers

can be reached. If the mountain will not go to Mahomet, Mahomet must go to the mountain. All the county schools, are following, more or less closely, a general outline of study furnished by the county superintendent. This is the first year for it. The course contemplates a yearly examination in each of the five districts. The pupils who have made a certain per cent. all meet subsequently at two or three places in the county, and have a central examination.

The Monroe County institute will be held at Columbia, July 12, 16, Mr. F. E. Cook, of St. Louis, and I. H. Brown, of Columbia, Mo. Supt. R. M. Hitch, of Pike County, has appointed an institute to be held at Barry, July 29, 30; one at Pittsfield Aug. 2, 6; at Grigsbyville, Aug. 9, 13; at Nebo, Aug. 18, 20.

## IOWA.

The commencement exercises of the state normal were held June 30. The graduating class numbers nineteen. The Greene high school graduated a class of five members. Prof. Coombs, who has been principal at Rockford for the past three years, has been elected principal of the Algona schools. The Upper Iowa University recently conferred the degree of D.L. on Governor Fairbank. There is a deadlock in the Cedar Rapids school board on the election of a superintendent. A meeting of teachers and superintendents is being held at Clear Lake, June 29-July 3. After thirteen years service, Prof. Rogers resigns the superintendence of the Marshalltown schools. The eighth annual meeting of the Educational Association was held at Council Bluffs, June 28-30. Supt. H. H. Seely, of Oskaloosa, will conduct institutes in Keokuk and Mahaska counties during the latter part of July and the first half of August. J. C. Yocum, principal of the Charles City schools, Iowa, will spend part of his vacation in Nebraska, but expects to return by August 9, to his own county to conduct a normal and do institute work.

The graduating exercises of the state normal school took place June 30.

## KANSAS.

The Butler County institute will be held at El Dorado, July 19, August 14, conducted by Prof. L. M. Knowles. The instructors will be Prof. H. C. Ford, W. J. Speer, and G. A. Hough.

## MISSOURI.

The teachers of Dauphin County, met at Clarkstown, June 29, for a three days' institute. Supt. Grey assembled the teachers of Manitowish County at California, July 1. Supt. Samuel W. Simcoe of Galloway County will hold a normal institute at Fulton during the month of August.

## NEBRASKA.

Supt. N. E. Leach of West Point, Nebraska, has been elected to take charge of the St. Paul, Nebraska, schools with Mrs. Leach as first assistant. He has also been appointed to conduct institutes in Frontier, Sheridan, Holt, and Boone counties, during July and August.

## NEW HAMPSHIRE.

At the regular meeting of the board of education of union school district in Concord, the committee on the introduction of manual training, reported progress thus far made, but not a complete report for action. The first graduating exercises at the Plymouth high school occurred June 4, a class of 14 completing the course. The graduating exercises of the class of '86, Hinsdale high school, took place at the town hall on Friday evening, June 4, before an audience of 1,000 people. The hall was tastefully trimmed and the exercises were fully up to those of former classes. On Saturday evening Prof. and Mrs. Hall gave a reception, at their high street residence to the graduates and the alumni of the high school. The graduating exercises of Pembroke academy took place on the 26th. In the evening the post-graduates' association held their exercises. John M. Gile, of Pembroke, 83, Dartmouth, '67, delivering an address; Alice S. Perry, of Suncook, '81, read a poem, and the class history of '81 was read by Henry A. Hubbard of Candia, a graduate of Dartmouth, '85. Miss Freeman, president of Wellesley college, will deliver the address at Tilden seminary commencement at West Lebanon.

## NEVADA.

The closing exercises of the Virginia City high school took place May 28. There were seven graduates, some very excellent essays, and a thoughtful and practical address by State Superintendent C. S. Young.

## NEW YORK.

The following examiners have been appointed by the state superintendent of New York to conduct the annual examination for this state:

Albany—Prof. Charles W. Cole, city superintendent of schools; Prof. P. H. McQuade. Rochester—Prof. Samuel H. Albro, institute instructor; Prof. S. A. Ellis, city superintendent. New York—Prof. Calvin Patterson, superintendent of schools, Brooklyn; Prof. J. L. Bothwell, Albany. Watertown—Prof. Fred Seymour, superintendent schools, Watertown; William H. Everett, school commissioner, Dexter. Binghamton—Prof. H. R. Sanford, institute instructor; Prof. J. H. Kelley, Whitney's Point.

The graduates of the Brooklyn Central Grammar School number 156 in the regular course, 55 in the commercial, and 77 in the musical department.

Supt. Ellis, of Rochester, has been been unanimously re-elected by the board. In accepting the office Mr. Ellis said: "I cannot allow this occasion to pass without returning my thanks for this mark of confidence in me. I began my service in 1869, and although I have not been in office continuously, yet I have served longer than any of my predecessors, and have held a longer continuous term. Since I was first associated with you the schools and the teaching force have almost doubled, and the schools, I think, have moved steadily on in improvement. Whatever I have shared in this improvement I owe much to the co-operation and sympathy of the teachers of the public schools and to a generous public. The schools occupy a front page among the schools of the land. They are not perfect, but they show a steady growth, and that is the kind of growth I like to see. There are some things in which they could be improved. Personally, I should like to see drawing introduced in the schools. That would take away the reproach that we do nothing toward industrial training. I should also like to see vocal music introduced."

Fulton County institute was held at Gloversville, June 28-July 2. Prof. A. B. Wilbur, formerly superintendent of schools

at Port Jervis, has been elected superintendent of schools in Middletown, to succeed Prof. Church. The last meeting of the Ontario County Teachers' Association was held June 4-5, at Orleans. Rev. A. J. Kenyon, of Clifton Springs, gave a very instructive lecture on the "Sepoy Rebellion." Saturday morning, the regular session of the association was opened by the president, with devotional exercises and singing. After miscellaneous business, Wm. H. Witter, of Stanley, read a paper on "Arctic Phenomena;" by Miss Clara Barber, a paper on "Number Lessons for Beginners;" a talk by Dr. N. T. Clark, of Canandaigua, subject, "United States History;" a paper by Dr. J. H. Jewett, of Canandaigua, on "The Nervous System." At the close of Dr. Jewett's speech the teachers and visitors were invited to repair to the town hall and partake of a sumptuous lunch, which the very kind ladies of Orleans had prepared for them, and for which they were very grateful. After dinner, one hour was pleasantly spent in listening to "toasts" and the responses on various subjects from different ones of the teachers. Com. G. V. Chapin acted as toast master. The association resumed its session again at 2 o'clock. A paper was read by Miss Julia Downer, of East Bloomfield, subject, "Botany." Miss Elizabeth G. Smith read a very commendable article on "English Literature." After a spirited discussion of these and the various articles of the forenoon's session, the association adjourned *sine die*. A pleasant and more enjoyable time and a larger attendance could not have been desired. Our commissioners should receive the highest appreciation of all of the teachers for their persistent efforts in making these meetings so interesting.

The Schoharie County teachers association, held at Schoharie May 28, was addressed by Judge S. L. Mayham. Some of the other excellent features were a paper by Mr. J. F. Dely upon a course of study for common schools; a discussion upon spelling by Messrs. Dietz and Sias, Supt. Mann, and Pres. J. Y. Smith; an address by Watson Lamont, Esq., of Cobleskill, on "Labor"; a paper on "Oral Instruction in our Common Schools," by Principal Keyser, of Middleburgh; one upon "The Teacher," by Supt. Van Tuyl; "The Benefits of Studying History," by Principal Burke; and "The State Reading Circle" by Supt. Mann, and a discussion of "School Discipline" by Messrs. Sias, Tennant, Wilkes, Burke, Keyser, and Smith.

PRIN. JARED BARNETT, of School No. 1, Saratoga Springs, has resigned to go to Irvington, New York. His departure is deeply regretted by his pupils and their parents, many of whom called to thank him personally for what he had done for their children, upon hearing of his resignation. At the closing exercises of his school the teachers and pupils presented him with two elegant volumes, Dante's "Inferno," and "Pilgrim's Progress," as a token of their appreciation and esteem.

## NORTH CAROLINA.

Supt. Smith of Rockingham County, began an institute for colored teachers at Leakesville, June 28, July 9. An institute for Chatham County, is being held at Pillsborough, June 3, July 7. Supt. E. C. Branson has been elected superintendent of the Wilson schools. He is busy organizing new schools, and equipping buildings. Schools for the whites and blacks are equally provided for but separate.

## OHIO.

Supt. White, the newly elected successor of Supt. Penslee of Cincinnati, in his letter of acceptance, says that the use of his name in opposition to Supt. Penslee's was without his knowledge or consent and in the face of letters positively declining to have his name used. And yet he feels it his duty "for the best interests of the schools of the city" to accept the position. So ends the first chapter in this political contest.

## SOUTH CAROLINA.

The state normal institute for colored teachers, will be held at Columbia, S. C., beginning July 6, and continuing four weeks. The faculty consists of M. A. Warren, Collinsville, Conn., principal, instructor in principles of teaching; A. W. Farnham, Hannibal, N. Y., physics, physiology, and object lessons; Miss Carrie H. Loomis, Richmond, Va., mathematics (arithmetic and algebra); Miss M. J. Sherman, Hampton, Va., English language and its use; Miss E. H. Merrill, Atlanta, Ga., history and geography; Mrs. M. A. Warren, Collinsville, Conn., botany and biblical study; Miss Carrie G. Wallace, Columbia, S. C., music; R. M. Alexander, Columbia, S. C., secretary and librarian.

## TENNESSEE.

Supt. H. B. Wallace of Williamson County began a state normal institute at Franklin, June 28. On the same day Supt. Lowery convened the McMinn County institute for one week; Supt. Montgomery, of Sevier County, a two weeks' institute; Supt. Minter of Hardeman County, a state normal at Bolivar, conducted by Dr. B. V. Hudson. The white teachers of Bradley county will assemble at Chatata, July 5, with the following program: Address of welcome by Jos. A. Bryan; response by Mrs. A. B. Cummings; then will follow organization. Tuesday night, July 6, there will be an address by Rev. J. K. P. Marshall, on "What it takes to constitute an educated man." Thursday night, debate; subject, "Resolved, that the United States should appropriate means for the support of public schools." Affirmative—Prof. J. K. Randolph and Asa Nicholson; negative—Prof. N. G. Jacks and John Blackburn. Tuesday night, July 13, address by Rev. J. F. Spence, S. T. D., president Grant Memorial university. Wednesday and Thursday, July 14 and 15—Public examination of the white teachers of Bradley who desire to teach in the public schools. On Friday, 16th, there will be addresses by several eminent educators, and general exercises.

## TEXAS.

There will be ten state summer normal institutes for colored teachers, beginning July 12, and closing August 7, places and conductors as follows: Orange, W. T. Phillips; Palestine, C. W. Luckie; Henderson, Champion Waring; Paris, R. H. Harbert; Denison, A. J. Moore; Dallas, L. C. Anderson; Brazoria, C. J. Anderson; Seguin, E. L. Blackshear; Corsicana, J. M. Terrell; Austin, F. H. Mabson. At the meeting of the State Teachers' Association June 29, July 1, there was an educational exhibit consisting of the following departments: Higher Education, including work of Literary Universities, Colleges, and the State Normal, in charge of Prof. W. L. Bringham, College Station; City Public Graded Schools, J. N. Gallagher, Waco; Country Schools and



**Private Institutions.** Mrs. Willie D. House, Waco; *Industrial Education*, Prof. W. L. Bringham, College Station; *Art Department*, including special exhibits of drawing, crayon work, water colors, and all forms of decorative art, exhibited by city schools and private institutions, Mrs. E. B. Smith, Whitesboro; *School Architecture*, Miss Elizabeth Marsh, Whitesboro; *School Books*, *Bound Pedagogic Literature and School Journals*, Percy V. Pennybacker, Tyler.

## VERMONT.

The closing exercises of the state normal school at Johnston A. H. Campbell, principal, took place June 17, 22, beginning with a sermon to the graduating class by Rev. J. L. Sewall, of Milton, and closing with the class day exercise and alumni meeting on Tuesday.

## VIRGINIA.

A summer normal school for colored teachers will be held at Pittsburg, July 1-Aug. 26.—The state normal school will meet at Salem, July 13, and continue in session until Aug. 9. It will be conducted by Dr. M. A. Newell, state superintendent of public instruction, assisted by Prof. J. G. Swartz, of Fredericksburg, Miss M. Pauline Gash, of the state normal school, and other able instructors.—The Staunton institute begins July 15, and closes Aug. 11. It will be under the supervision of Prof. Frank M. Smith, assisted by Prof. S. S. Paw, of De Pauw University, Ind. Prof. F. V. N. Painter, of Roanoke College, Va., Miss Parrish and Miss Brimbleton, of the state normal school.—The summer institute at Farmville, for the benefit of female teachers of the public schools, began June 7, and closed July 2. It is conducted by the faculty of the state female normal school.—The eight weeks' summer session of the Virginia Normal and Collegiate Institute, began July 1, and will close Aug. 25. It will be conducted by President J. M. Langston and the faculty of the institute.

## WEST VIRGINIA.

Supt. J. V. CARPENTER, of Marion County, held an institute at Fairmont, June 28-July 2, Supt. Craga, of Ohio County, one at Fulton, and Supt. Dickerson, of Wayne County, one at Wayne.

## WISCONSIN.

The De Pere and Nicolet News says that appearances indicate a coming scarcity of teachers in Brown County, owing to the number who have quit the profession. The editor sees in this a hope that the wages of those who remain will be increased, for how a man or woman can pay board out of \$270 a year and have anything left for the other necessities of life is more than he can understand.

## NEW YORK CITY.

**WHAT THE INDUSTRIAL EDUCATION ASSOCIATION HAS DONE AND IS DOING.**—The society has been in existence two years. Its fundamental doctrine is, "There is an industrial training which is neither technical nor professional, which is calculated to make better men and citizens of the pupils no matter what calling they may afterward follow. The training of the eye and of the hand are important and essential elements in all good education. These elements the state is bound to furnish."

How to accomplish this work is the problem which the society is seeking to solve. It has set about showing by example what can be done.

1. A building at 54 E. 11th St. was rented and an industrial school was organized, in which the following branches are taught: cooking, sewing, domestic economy, industrial drawing and clay modeling, the last for boys as well as girls. The classes are held after school hours and on Saturdays, and every room is filled to its utmost capacity, over three hundred pupils having been in attendance during the year. Visitors are cordially invited to call on the superintendent and inspect the work.

2. Classes in various kinds have been started in a number of the public and private schools in New York city and elsewhere—the society furnishing the teachers.

3. Committees have been formed to look after the interests of each separate branch and the extension of the same into schools far and near. These consist of committees on houses and training of servants; household industries; mechanical industries; industrial arts; bureau of teachers; for outside organizations and vacation schools; industries for reformatories and orphanages and for the insane; and on kindergartens.

4. The society is assuming the work of a bureau of information upon all subjects connected with industrial work. Anyone wishing to know about the various industrial schools of New York city; methods of industrial work suited to special fields; good teachers and superintendents who have been successful in introducing manual training and where they may be obtained, or anything else concerning this new interest are invited to call at their rooms, 21 University Place.

The training school for servants, connected with the 11th St. school, has been so successful that the society proposes to establish one on a more dignified basis, making it, like the training school for nurses, of such value as to be looked to by those who want trained servants. They are now sending out a class of fifteen every three months into private families where they give good satisfaction.

As the work of the association in the city becomes known the interest in it grows. A number of the teachers of the city have entered a class for special instruction in industrial drawing, clay modelling, and cooking, for their personal benefit, and others are being trained to teach the same. Arrangements are being made for vacation schools and for a large school to be started in September capable of receiving those who cannot now be accommodated at 11th St., and also one that shall meet the needs of boys and young men as well as girls.

The following schools held their closing exercises June 29: Grammar School No. 59, Miss Kate E. Johnson, principal; Grammar School No. 62, Mr. William B. Silber, principal; Grammar School No. 69, Miss Annie M. Hoffman; Grammar School No. 22, Miss Frances I. Murray; Grammar School No. 49, Mr. James R. Pittigrew; Grammar School No. 48, Miss M. Louise Clawson; Grammar School No. 13, Miss Anna M. Hayard, principal; Grammar School No. 43, W. H. I. Sieberg, principal; Primary School No. 13, Miss M. Louise Roome; Grammar School No. 73, Miss Emma Brennan; Grammar School No. 33, Miss Clara

M. Edmonds; Grammar School No. 29, Mr. Alexander Morehouse; Grammar School No. 57, John G. McNary.

The closing exercises of Primary School No. 7, No. 274 West Tenth street, M. Augustus Rohda, Principal, took place June 24, in the new building. Commissioners F. W. Devoe and John R. Voorhis were present and addressed the school. The program was composed of songs, recitations, calisthenic exercises, and the presentation of medals and certificates. On the same day the commencement exercises of Grammar School No. 71 were held. The calisthenic exercises by a class of 84 young ladies were much admired. This school enters upon another year with a large class in the first grade. At the closing exercises of Primary School No. 14, in Oliver street, a children's play called "The Union Party," was very creditably given under the management of Mrs. M. J. Donnegan. Recitations and dialogues formed part of the program.

A class of thirty-seven young men graduated from the College of the City of New York, on Thursday of last week. The Academy of Music was crowded by the relatives and friends of the graduates. The stage was occupied by the trustees, members of the faculty, and a number of invited guests. President Alexander S. Webb presided.

The next season of the Art Students League will open Oct. 4 and continue to May 28, 1887. The instructors are: Kenyon Cox, H. Siddons Mowbray, Walter Shirlaw, William Sartain, Wm. M. Chase, J. Alden Weir, J. Carol Beckwith, Frank E. Scott, T. W. Dewing, Thomas Eakins.

The graduating exercises of the Normal College were held June 24. Nearly three hundred young women received their diplomas from Pres. Hunter, and licenses to teach from assistant superintendent McMullan. Beside President Hunter on the platform were William Wood, chairman of the committee of the Normal college board of education, Com. De Witt J. Seligman, ex-assemblyman Erastus Brooks, United States Attorney Stephen A. Walker, Simon Sterne, the Rev. Dr. Wilson, Rabbi Weiss, J. H. Hoffman, President of the Hebrew Technical Institute; Arthur McMullan, Assistant City Superintendent, James A. Halstead, Miles O'Brien, Lawson N. Fuller, Prof. Fairchild and Inspector Agnew. The training class of the college numbered forty-four. They were addressed by Pres. Hunter, Mr. De Witt J. Seligman, and Mr. Miles M. O'Brien, of the committee of the Normal College, and by Mr. William H. Wickham.

The graduation exercises of the male department of Grammar School No. 58, John D. Robinson, principal, took place June 25. The address to the graduates was made by the Rev. Carlos Martyn, of the Bloomingdale Reform Church, and short speeches were made by Colonel Mason, Commissioner Brennan, General Aspinwall, and others. Also on the same day the graduating exercises of the following schools took place:

Male department of No. 37, William A. Owen, principal; primary department of No. 60, Miss Julia M. Elliot, principal; girls' grammar school No. 47, Miss Sarah E. Cowles, principal; girls' department of No. 3, Miss E. A. Pope, principal; boys' department of grammar school No. 39, Thomas J. Neighan, principal; boys' department of No. 19, under William C. Hess, girls' department, under Miss Anna L. Whyte; the primary department of No. 78, Mrs. K. Callahan; grammar school No. 25, Hannah A. Sill, principal.

HON. LAWRENCE D. KIERNAN, for several years clerk of the New York city board of education, recently died at San Antonio. His funeral was attended in this city. Mr. Kiernan was a man universally respected by all who knew him, and his death will cause a vacancy hard to fill. No thing will probably be done about the appointment of a new clerk of the board until fall. There are only two more meetings to be held before an adjournment is taken for the summer. Auditor Davenport has been acting during Mr. Kiernan's absence as clerk, in addition to his other duties. The place is an important one. President Simmons and several of the commissioners are absent in Europe, and the appointment could not well be made in the absence of the president, who is to be first consulted in the appointment of a clerk, his executive officer.

## PERSONALS.

STATE Supt. DRAPER is taking steps to establish an educational bureau and a pedagogical library for the state, which shall contain, (1) text-books now and old; (2) educational works on the theory and practice of teaching, methods of instruction, and all works upon the subject of the teacher's work; (3) educational periodicals, current numbers and bound volumes; (4) educational reports, state, county, city, or village, as far back as possible; (5) school apparatus of all kinds; and (6) photographs of prominent educators and school buildings.

This exhibit will be always open to visitors for the purpose of giving teachers and everybody interested in educational progress an opportunity to examine improved school appliances of every kind, and, if possible, increase the general interest in the prosperity of the schools.

PRIN. JARED BARNHTE, of Saratoga Springs, N. Y., has accepted the principalship of the schools at Irvington, N. Y. Mr. Barnhite is a thorough organizer, and a very successful disciplinarian and teacher. Articles from his pen have frequently appeared in the JOURNAL.

PROF. LEOPOLD VON RANKE, the most celebrated of German historians, died recently in Berlin, in the ninety-first year of his age. Dr. von Ranke was born at Wiehe, Thuringia, on December 21, 1795, and completed his sixtieth year as Professor in the University of Berlin on March 31, 1855. The work which first gave him European reputation was "The Popes of Rome," which appeared in 1834. Among his more recent publications, were "A History of Wallenstein," (1860); "The German Powers and the League of Princes," (1871); "A History of England, Principally in the Seventeenth Century," (1875); and two biographies of Frederick the Great and Frederick Wilhelm, (1878). The great work of his life was a history of the world, entitled "Weltgeschichte," which was to be in nine volumes. He had completed but six volumes, but it is believed that he has left

sufficient notes and documents to permit at least one more to be prepared by his literary executors.

Concerning Supt. TWITMYER, of Honesdale, Pa., the Wayne Independent recently said: "As an instructor, it is doubtful if Mr. Twitmyer has an equal in the State of Pennsylvania. He possesses all the elements that go to make up a successful teacher, and is not only beloved by his pupils, but is held in the highest estimation by every person in the community. Rare, indeed, is it that a man in a public capacity can succeed in giving such unanimous satisfaction as Mr. Twitmyer has in his school-work."

It was conceded by all present at the closing exercises of his high school, that they were the most successful of any ever held in that city.

The management of the state normal school at Shippensburg, Pa., is casting around for a head. PROF. TWITMYER, principal of the Honesdale high school, Pa., has been tendered the place, which is worth more than \$2,000 annually. J. M. Means, president of the Shippensburg board of trustees, recently visited Honesdale, and after a searching inquiry regarding Prof. Twitmyer's standing in the community, with his school, and in the board, and his capabilities as an educator, made the remark that he had never investigated a man who stood so high in the estimation of a community, or one who was giving such universal satisfaction as Mr. Twitmyer seemed to be giving there. He went away impressed with the belief that he was just the man the normal school in Franklin county wanted at its head.

Supt. HENRY R. SANFORD, N. Y. State Institute Conductor, goes to South Carolina for summer institute work. This is the third year of his engagement in that state. His work in this state has met with universal commendation, and we congratulate South Carolina on getting a portion of his hard-earned vacation.

DR. S. R. KLEMM, superintendent of schools Hamilton, Ohio, well known as an educational writer, a valued contributor to the columns of the JOURNAL, will serve as institute instructor in South Carolina during the month of August. Dr. Klemm is well read in educational literature, thoroughly understands the systems of the Old World, especially that of Germany, and is a forcible and interesting speaker. The teachers of South Carolina will not fail to appreciate his services.

## AN EXCURSION FOR TEACHERS.

## NIAGARA FALLS, THOUSAND ISLANDS, AND MONTREAL.

This is a nine days excursion, with all railroad, steamship and hotel expenses paid, for \$37.50. Prof. Herman Sidney Johnson, A. M., of Grammar School No. 15, Brooklyn, at the request of several teachers, has perfected arrangements through Mr. Thos. H. Hendrickson, the popular excursion agent of 217 Atlantic ave., Brooklyn, by which teachers and their friends may enjoy a trip to Niagara Falls for only \$14, or the Thousand Islands for only \$11.50, or both for \$22, and extend the trip to the antique French Canadian city of Montreal, for \$15.50 additional. Those purchasing tickets (and the tickets cover all hotel expenses at the prices named above) will leave Brooklyn from Jewell's Wharf, by special boat, at 8 A. M., Saturday, July 10, for the Weehawken depot of the Ontario and Western R. R., where they take a special fast train at 9 o'clock, one train going direct to Niagara Falls, the other to the Thousand Islands. Those desiring to take but the single trip to the Falls or Islands return to New York on Monday. Those who wish to visit both, will continue on from the Falls to the Islands on Monday and remain until Wednesday, when those who extend the trip will take a palatial steamer down the St. Lawrence, shooting the famous Lachine Rapids and arriving at Montreal in time for supper. Thursday will be spent in sight-seeing, and the homeward journey will begin Thursday night or Friday morning. It is one of the cheapest and most charming excursions arranged for the summer season, and the large number of tickets already purchased prove its popularity and assure its success. Prof. Johnson's address until July 10, will be 217 Atlantic Ave., Brooklyn, where he will be pleased to give any information desired.

## ANSWERS.

381. Near the arms of the spider are several *spinnerets*, small protuberances, pierced at the extremity with a multitude of minute orifices, from which threads of extreme tenacity are produced; all of these threads are combined to form one thread of the web. The substance which exudes from the spinnerets is glutinous, and immediately dries into thread on coming into contact with the air. G. E. M.

384. There was no acting-President until Washington's inauguration, April 30, 1789. The reason was, in May, 1787, a convention of delegates from all the states (except Rhode Island) met at Philadelphia to revise the articles of confederation; but it was thought best by a majority to adopt an entirely new form of government instead of mending the existing defective one. After four months' deliberation; on Sept. 17, 1787, the present Constitution (except some changes since made) was adopted by the convention. It was then submitted to the people, who thoroughly discussed it through newspapers, legislative halls, etc. As nine states were requisite before it could go into effect, and as it met with considerable opposition, its adoption was delayed until March 4, 1789. G. E. M.

388. From April 23, 1875, to June 6, 1877, is 2 years, 1 month, 14 days. G. E. M.

389. On Dec. 31, at midnight, 1799, 18th century ended. Jan. 1, 1800, at midnight, 19th century began. G. E. M.

391. Cyclones often originate, during the hot season, in flat, sandy tracts which are unequally heated by the sun; extensive fires, such as the burning of a prairie; or volcanic fires. These give rise to rapidly ascending columns of heated air. In their contact with other columns immense eddies, or whirlwinds, are formed. These carry up with them all substances of sufficient mobility. If now these are struck by a terrific gale, the whole mass of rapidly moving and conflicting currents are carried forward with great rapidity, which together with its own motion, spreads devastation in its track. G. E. M.



## BOOK DEPARTMENT.

## NEW BOOKS.

THROUGH THE YEAR WITH THE POETS: JUNE. Compiled and Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 170 pp. 75 cents. Special Edition, \$1.00.

June had been a comparatively neglected month in the field of poetry until a very recent date, and it remained for Leigh Hunt to snatch it from its obscurity as a theme for poetic song. His verses "To June" appear on page 9. The volume opens with an exquisite description of the season in "Under the Willows," by James Russell Lowell. Then Holmes follows with a tribute to the days when the birds flash on their return trips to our temperate clime, and Longfellow sings an appropriate song in the character of June. Among the older poets who sing to the glory of our month of roses, whose selections are included in this monograph, are Wordsworth, Lander, Bryant, Spencer, Herrick, Shelley, and a host of others of less fame. There are several contributions which meet the public for the first time: "The Tulip Tree in Blossom," by H. N. Powers; "A June Lily," by R. K. Munkittrick, of *Puck*; "June Love Song," by Miss Charlotte F. Bates; "June Harmony," by Clinton Scollard; "June," by Ernest W. Shurtleff; and "A June Evening," by Miss Florence S. Brown, are the most noteworthy. Paul Hamilton Hayne has the place of honor in the book, with some pretty verses on "June." Among other prominent contemporary writers we find, Edwin Arnold, Matthew Arnold, Mrs. Jane Goodwin Austin, James Berry Bensell (died on February 3, 1886), Mrs. Mary E. Blake, Robert Browning, John Vance Cheney, Helen Gay Cone, Edgar Fawcett, Dora Read Goodale, Charles L. Hildreth, W. D. Howells, Lucy Larcom, George Parsons Lathrop, Louise Chandler Moulton, Nora Perry, Oscar Wilde, and Constance Fenimore Woolson. The book is printed on good paper and bound uniformly with the rest of series; but there is a special edition bound in half white vellum cloth, with pink cloth back, designed for wedding presents, as June is the "wedding month."

PRACTICAL RECITATIONS. By Caroline B. Le Row. New York: Clark & Maynard. 256 pp. 90 cents; to teachers, 75 cents.

We find in this book all sorts of literary selections appropriate for recitation, holidays, memorial days, concert and musical recitations, and dialogues for all occasions. They are all fresh, brief, and from only the best sources. The best magazines and high class literary papers in the country have been drawn upon, and among the authors represented are seen such names as Bryant, Emerson, Holmes, Longfellow, James Russell Lowell, Whittier, Louisa M. Alcott, Rev. H. W. Beecher, Ezekiel Butterworth, Will Carleton, Alice Cary, Wolstan Dixey (editor of *TREASURE TROVE*), Margaret Sangster, Horace Scudder, Tennyson, Mrs. A. D. T. Whitney, Wordsworth, and others of great prominence. The variety includes both poetry and prose. All the selections are in harmony with classroom work, and each has as an underlying sentiment either a lesson in simplicity, good sense, or sound morality, or all combined. Besides the miscellaneous pieces, and selections for poets' birthdays, there are over a dozen which are specially adapted to concert recitation, and several more appropriate pieces for Decoration Day, Thanksgiving Day, Christmas and New Year's. The book is printed in the regular size type and bound in cloth in conspicuous colors, with red edges.

HINTS ON LANGUAGE. In Connection with Sight-Reading and Writing in Primary and Intermediate Schools. By S. Arthur Bent, A.M. Boston: Lee & Shepard.

In most primary schools "language exercises" are now found on the program, but much of the work given to the subject is unsystematic and often unsuccessful because there had been no text-book to guide. Hints and directions abound but no systematically arranged series of steps. This want is here supplied. Beginning with the reading lesson of the very first day in school, the author shows by the development or word method how the child is taught to recognize words, to write them, and to use them correctly in conversation; what ground may be covered in a given time; the vocabularies of the first, second, third, fourth, and fifth months, which complete Grade I. The second year, Grade II, begins with sight-reading and takes up spelling, language, picture lessons, letter-writing, conversation, dictation, and number. In Grade III, a program for each day in the week is given and hints on the language work of each study to be pursued through the year. In grades IV and V, hints are given for the use of the dictionary, the teachers' program and oral methods in various studies, with model exercises on the camel and elephant. Letter-writing receives due attention. At the close of the book two valuable lists of books are given, one "Books of Authority on Topics Suitable for Language Exercises," the other "The Teachers' Consulting Library," which contain all of the most important educational works.

ALLEN'S FORTY LESSONS IN PRACTICAL DOUBLE ENTRY BOOK-KEEPING. By George Allen. Newbern, N. C.: Geo. Allen. \$1.50.

This is the second edition of "Allen's Forty Lessons," issued six months after the first, which met with much favor. The work was prepared at the counting-room desk, from mercantile books in actual use in business, which would of itself indicate practicability, and it is adapted to make clear the science of accounts, and the principles of double entry book-keeping.

The subject has been condensed so as to render it possible to introduce it into the most crowded school curriculum, without consuming too large a portion of the valuable time of the pupils. In an ordinary school term of forty weeks, one lesson per week completes the course.

MODERN FISHERS OF MEN. A Tale of the Various Sexes, Sects, and Sets of Charville Church and Community. By Geo. L. Raymond. New York: D. Appleton & Co.

One almost concludes while reading the opening chapters of this interesting story, that the writer has set out with the intention of ridiculing things sacred. The young pastor of the Charville Church is made to appear as an obsequious sycophant, trying to insinuate himself into the good graces of his wealthiest parishioner: the staid matrons of the church who have marriageable daughters, as artful, maneuvering mammas; and a gay, dashing captain, who makes no pretensions to goodness whatever, as a most admirable young man. But it turns out that the pastor's weakness is nothing more serious than the very common one, even among pastors, of falling in love with a very pretty

young lady, the daughter of the wealthy parishioner. And the gay captain is led by a predisposition to the same kind of weakness, into performing the offices of a consistent Christian. But as he really becomes a sincere one, convicted of the truth of what "circumstances" compel him to say and do, he cannot be accused of hypocrisy. On the other hand, a very disagreeable rival, who plays the hypocrite most zealously for the attainment of several desirable objects—the young lady included—is found out, and compelled by public indignation to depart, leaving the young lady and all the other desirable objects, in possession of the gay, good captain. The conclusion is happy, and leaves the reader well pleased with the cleverness and orthodoxy of the author.

COMPARATIVE LITERATURE. By Hutcheson Macaulay Posnett, M.A., LL.D., F.R.S. New York: D. Appleton & Co. \$1.75.

The word "literature," Mr. Posnett says, "has come to resemble an old bag stuffed out and burst in a hundred places by all kinds of contents, so that we hardly know whether it could not be made to hold anything 'written' from to-day's newspaper or the latest law reports, to Assyrian inscriptions, the picture writings of the Aztecs, or the hieroglyphics of Egypt." Rather hesitatingly, because of the conflicting views of learned writers, but still with the convictions gained by careful study, the author defines literature "consisting of works which, whether in prose or verse, are the handicraft of imagination rather than reflection, aim at the pleasure of the greatest possible number of the nation rather than instruction and practical effects, and appeal to general rather than specialized knowledge." He then proceeds to treat of the principle of literary growth, the comparative method of literature, clan literature, literature of the city commonwealth, world literature, and national literature. The "motive power," so to speak, of all literature, he says, is sympathy, therefore the deepening and expansion of sympathy between man and man is attended by literary progress.

The treatment of the subject is logical; the views, though comparatively new, well substantiated by illustrations from the entire field of historical science; and the conclusion impartial.

CASSILL'S NATIONAL LIBRARY: No. 19. Thoughts on the Present Discontent, and Speeches. By Edmund Burke. No. 20, The Battle of the Books, and other Short Pieces. By Jonathan Swift. New York: Cassell & Co. 10 cents each; \$5.00 per year.

There was abundant cause for "discontents" in England at the time this pamphlet appeared, and it produced quite a sensation. It was the beginning of a series of weighty political utterances which had a strong influence in correcting many of the abuses then prevalent. But their value did not cease with the evils that called them forth. They are masterpieces of political wisdom and eloquence, which the statesman of to-day waits within his reach.

"The Battle of the Books" needs no further introduction to English readers. The "other Short Pieces" are "A Meditation upon a Broomstick," "Predictions for the Year 1708," "Bancis and Philemon," "The Logicians Refuted," "Cademus and Vanessa," "Stella's Birthday," "Prayers on the Death of Stella," and several other well known products of the Dean's pen.

THROUGH THE YEAR WITH THE POETS: APRIL. Compiled and edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

We are here introduced to volume No. 5 of the series by Mr. Adams. The selections form a complete round of poetic thought and sentiment consistent with the peculiar characteristics of the month, and include many of the favorites by the best authors. Mr. Frank Dempster has contributed a fine quatrain for the title page, and there are original poems by Mr. J. B. Kenyon, Mr. A. Bigelow Houghton, and Mrs. Jane Goodwin Austin. Several are truly blossom-scented, and others are completely saturated with April showers. Among the most prominent writers represented are, Whittier, Phoebe and Alice Cary, Longfellow, Chaucer, Shakespeare, James Russell Lowell, T. B. Aldrich, Edwin Arnold, Clinton Scollard, Wordsworth, Tennyson, Herrick, Jean Ingelow, Holmes, Andrew Lang, and Emerson. It has an index of authors, giving the date of the birth, and in case of the death, that date also of each representative.

HOLD UP YOUR HEADS, GIRLS! By Annie H. Ryder. Boston: D. Lothrop & Co. 200 pp. \$1.00.

Sound, practical advice, put in a sensible way, is the feature to be noticed throughout the eleven chapters of which this book consists. In the opening chapter, the author dwells upon the advantages of knowing "how to talk," and she defines the fascination of some people's talk as a compound of heartiness, thoughtfulness, and sympathy. Another chapter full of meat is entitled, "How to Make the Most of Work;" and in one entitled, "What Can I do?" she suggests various occupations which might be made profitable, such as silk culture, poultry raising, preserve and pickle making, etc. The book contains other sections upon what to study, how to get acquainted with nature, English literature and other studies, the commonplace, moods, womanliness, girls and their friends, and youths and maidens, in each of which are to be found words and suggestions which deserve to be well studied and remembered. The book is well printed and neatly bound in cloth, and would make an appropriate prize for girls who are just finishing their school days.

WARD'S GRADED LESSONS IN LETTER WRITING AND BUSINESS FORMS. New York and Chicago: A. S. Barnes & Co.

One of the most important things for a young person to learn is how to write a letter properly. Many pupil has spent his time in school learning principles and slants and gone out into life unable to put a letter together in presentable shape. Then there are business forms which everyone is called upon to use more or less. They consist largely of set phrases arranged in definite order, the form of which becomes familiar only by repeated observation and reproduction.

In these books both of these subjects are taught by, first, presenting the ideas which they usually contain in the proper form for the people to copy; second, by presenting the ideas only for the pupil to express in accordance with the forms he has just studied; third, by calling for both the ideas and the expressions.

In the first book of this series the business forms presented are confined to three kinds of bills. In the second book, receipts, checks, orders, cash and personal accounts are presented. Letter-writing is continued, going beyond

the mere mechanical structure and dealing with forms of expression. In the third book letter-writing is continued by models for formal notes of invitation and answers, and business correspondence is taken up. Business forms are continued by promissory notes, due-bills, drafts, and bills of exchange. The fourth and last book of the series is well calculated for reviewing the work gone over and for cultivating variety of expression and originality of thought. Each number contains rules for punctuation and the use of capitals, and questions and directions for the teacher.

The books will not only be specially adapted for use in schools, but for young people just starting or expecting to start in business, they will prove valuable for reference.

A HAND-BOOK OF ENGLISH HISTORY. Based on the Lectures of the late M. J. Guest, and brought down to the Year 1880, with a Supplementary Chapter upon English Literature of the Nineteenth Century. By Francis H. Underwood, A.M.

The English people who attended the London "College for Men and Women" were long entertained, and profited by the lectures of M. J. Guest upon English history. There was a Christian spirit, a sympathy with the oppressed, a high ideal of justice and order, and, withal, a freshness and originality about these lectures that made them of great educational value, not only to the English, but to the youth everywhere, and especially to American youth. But in order to adapt these lectures to readers on this side of the Atlantic, "the point of view" had to be changed. Pupils in our schools could not appropriately speak of Queen Victoria as "our gracious Queen," nor share fully in Mr. Guest's outbursts of national pride in contemplating some of England's glorious achievements. More than this, many phrases which sound none too full to the audience of an animated speaker, when spread out upon the cold page appear simply superfluous. All this made the entire reconstruction of the work a necessity. This has been well and carefully done by Mr. Francis Underwood, who has also filled out the gaps between the lectures in some places, and continued the history from where Mr. Guest left off—the reign of George III., down to 1880. The work supplies a place filled by no other book, and will prove a most valuable addition to our school or home libraries.

THROUGH THE YEAR WITH THE POETS: MAY. Compiled and edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

A feature in each number of this series thus far has been the publication of two, or three, or more original poems, which give added value to the collection; and this volume is no exception to the rule. The title page bears an appropriate stanza contributed by Mrs. Mary E. Blake, and there are other original pieces included, by Willis Boyd Allen, Mrs. Jane Goodwin Austin, William Hamilton Hayne, and Mrs. M. G. Meteyard. Most of the pieces are familiar to readers of English standard and current poetry, but there are others which Mr. Adams has unearthed from out-of-the-way places, and here presents to the public eye. The volume is beautifully printed and tastefully bound, uniform with the other volumes of the series.

## REPORTS.

FOURTEENTH ANNUAL REPORT OF THE PUBLIC SCHOOLS OF BRITISH COLUMBIA, 1884-85. S. D. Pope, B. A., Superintendent.

A uniform plan has been followed in the compilation of these provincial reports, that of dividing them into three parts. The first is a generalized report or summary of educational matters, with suggestions, recommendations, and comments, in which we are pleased to see that he speaks of the teachers being, as a rule, faithful in the performance of duty. Part II. is a series of statistical tables, with a description of the districts, the date of their creation, and their boundaries. The third part is comprised of several appendices, giving the rules and regulations for the public schools and for the examination of teachers, reports of the district meetings, courses of study, a list of certified teachers in the province, and the provincial roll of honor of pupils for 1884-85.

ANNUAL REPORT OF THE SCHOOLS OF NEW BRUNSWICK, 1885. William Crockett, Chief Superintendent.

A general report of educational matters, giving the proportion of the population at school, the percentage of attendance, the average salaries of teachers, average period of service of teachers, the work accomplished at the normal school and the teachers' institute, and a historical sketch of education in the province, comprises Part I. Part II. includes a number of statistical tables upon financial matters, etc. Part III. is made up of the reports of the principal of the provincial normal school, the several district inspectors and boards of trustees, the president of the university, and the superintendents of the institutions for the deaf, and dumb, and blind.

ANNUAL REPORT OF THE PUBLIC SCHOOLS OF NOVA SCOTIA, 1885. David Allison, Superintendent.

Thirty-five pages is the space occupied in the general report which forms part I. The superintendent first presents an abstract of educational matters, with generalized statistics, after which he makes many valuable suggestions and comments upon the course of studies in the common schools and academies, and upon school matters generally. There are thirty pages more taken up with statistical tables, and about one hundred and twenty with the appendices. Appendix A is a report of the provincial normal school; B, reports of the district inspectors; C, the chairman's and supervisors' reports of the schools of Halifax; D, of the universities and colleges of Nova Scotia; and E, of provincial institutions for the deaf and dumb, and the blind.

ANNUAL REPORT OF THE PUBLIC SCHOOLS OF PRINCE EDWARD ISLAND, 1885. D. Montgomery, Chief Superintendent of Education.

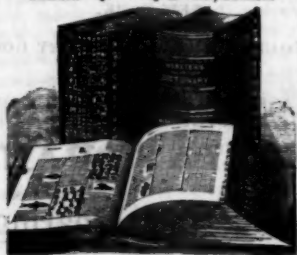
Here again we find the same plan followed as in other provincial educational reports. Part I, the general report, upon schools, school districts, pupils, teachers, salaries of teachers, examinations, institute, inspection, etc., and general remarks. But in this case, incorporated with the above, are the official notices of the results of the examinations, of the date of coming examinations, and of the institute. Part II. is as usual composed of statistical tables, but includes also an abstract of school returns for the year beginning July 1, 1884. The detail reports of the several districts, and educational institutions are comprised in Part III., besides also the examination papers of the first, second, and third class.



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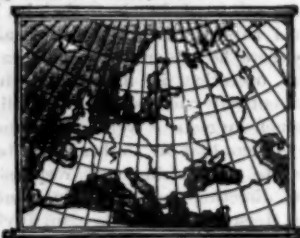
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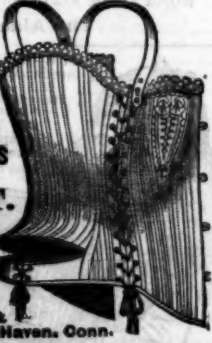
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Net Surplus	1,227,995 10
CASH ASSETS	\$7,618,116 08
<b>SUMMARY OF ASSETS.</b>	
Cash in bank	\$345,795 99
Bonds & Mortgages, being 1st lien on R.R.'s	897,550 00
United States Stocks (market value)	3,879,390 00
Bank & R.R. Stocks & Bonds (market value)	1,222,550 00
State & City Bonds (market value)	122,000 00
Loans on stocks, payable on demand	122,860 00
Interest due on 1st January, 1886	97,056 00
Premiums uncollected & in hands of agents	338,290 30
Real Estate	1,972,688 77
<b>TOTAL</b>	<b>\$7,618,116 08</b>

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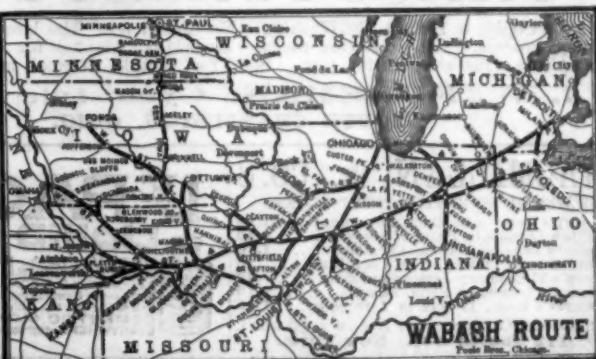
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